

# A Survey of Courses of Study and Other Curriculum Materials Published Since 1934

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## FOREWORD

Curriculum construction and revision are matters of major importance in American school systems. Teachers, supervisors, and administrators are working jointly and individually, sometimes with little or no guidance, and again under the leadership of research directors and curriculum experts, to organize and revise teaching materials and methods in order that the child may be better adjusted to his own inner tendencies and to the external social environment in which he lives.

The enterprise is by no means confined to the local school system. In some cases, State departments of education are engaged in State and community surveys for the purpose of determining social needs which the schools should aim to meet. Universities and other institutions of higher education show increasingly active interest in curriculum programs by offering practical courses in curriculum construction, by providing curriculum laboratories or workshops where persons engaged in some aspect of curriculum construction may work under expert guidance and direction, and by extending consultant and advisory services into the field.

The development of new courses of study closely parallels the movement for curriculum revision. Each year hundreds are developed to serve as guides for teachers in determining appropriate learning activities and experiences of pupils, in selecting materials, and in organizing the various elements of the learning situation. An analysis of these courses of study has been made to reveal current practices with respect to form, content, and organization as well as current trends in curriculum thinking which the courses reflect. The study reported in this bulletin includes curriculum materials for both elementary grades and high schools. It is based upon curriculum publications issued by State, city, and county school systems since 1934 and contributed to the library files of the Office of Education.

BESS GOODYKOONTZ,  
*Assistant Commissioner.*

# A SURVEY OF COURSES OF STUDY AND OTHER CURRICULUM MATERIALS PUBLISHED SINCE 1934

## PART I: THE PROBLEM

### BACKGROUND OF THE STUDY

This study is sixth in a series of surveys of courses of study reported at intervals during the past 15 years by the Office of Education. In the main, the earlier publications consisted of lists of courses filed in the library for the use of curriculum makers and research workers in education.

The first compilation, prepared in 1924, listed courses of study from 70 cities. This list, issued in mimeographed form, was superseded in 1930 by Circular No. 2, which listed available courses of study from 63 cities, together with the date of publication and the price of each. A list of State courses of study in current use in 1931 was provided by Bulletin 1931, No. 4. Two years later, Circular No. 111 presented a briefly annotated list of all city and State courses of study for elementary and secondary schools received by the Office of Education in 1930, 1931, and 1932. This list of 539 courses represented 118 cities, 34 States, the Philippine Islands, and Hawaii.

So rapidly were new curriculum materials collected thereafter that in 1935 the list was revised to include all courses published between 1930 and 1935. The revised publication, issued as Circular No. 139, listed approximately 1,100 courses of study from 169 cities, 44 States, and 4 outlying parts of the United States. This was the first list to be published in printed form.

Hundreds of teachers, supervisors, administrators, curriculum directors, and students of education now use the collected courses filed in the library of the Office of Education. Some examine the materials directly in the library. Others correspond with members of the Office of Education concerning courses in specific subjects. Still others turn to the most recent list of available courses of study as a source of reference for determining curriculum activities of different school systems. Virtually all are seeking guidance in the serious problem of curriculum construction and revision.

In order to keep the collection currently useful, requests for recent courses of study and supplementary curriculum materials were sent to State, city, and county superintendents in November 1936. Recent

## 2. COURSES OF STUDY AND CURRICULUM MATERIALS

courses were interpreted as those dated 1934 or later. In response to these requests there have been received 1,660 courses of study, units of work, book lists, handbooks, programs of study, course outlines, teachers' work reports, and curriculum monographs and bulletins. Of these, 203 are State publications, 1,110 are materials from city school systems, and 347 from counties. The present study is concerned with an analysis of these materials which are now on file in the library of the Office of Education.

### PURPOSE OF THE STUDY

The purpose of the study is to determine current practices in curriculum construction as revealed through courses of study, and to discover current tendencies within the content of the courses themselves among various subject fields. It aims to answer such questions as the following:

1. What agencies are responsible for the construction and revision of recent courses of study?
2. What basic principles or underlying philosophies toward education are presented?
3. What is the nature of recent aims and objectives?
4. How are courses of study organized with respect to grades and subjects?
5. What kinds of materials and learning experiences are suggested?
6. To what extent do the learning experiences appear to meet community needs and interests?
7. What provisions are made for adapting courses of study to the needs, interests, and capacities of individual pupils?
8. How are methods and procedures related to the content and organization of courses of study?
9. What suggestions are made for measuring the outcomes of instruction?
10. How generally may courses in the different subject fields be interpreted as functional?

In answering these questions, State, city, and county courses are considered separately, and illustrations drawn from each of the three types of school systems. Data for elementary and secondary schools, on the other hand, are not differentiated, although illustrative practices are cited from both levels.

Inasmuch as the study is based on courses of study dated 1934 or later, it excludes many excellent courses of a slightly earlier date, which are still in use. To the extent that such courses have not been superseded by revised editions, the practices revealed here are not altogether representative. Another limitation which must be recognized in any study of this kind lies in the unavailability of certain materials that should be included. The present study is no exception. Although school systems in all parts of the country have cooperated generously, no claim can be made that the curriculum files of the

Office of Education are complete. With these reservations, the findings of this study may be said to be representative of recent curriculum practices.

#### PLAN OF ORGANIZATION

It is the purpose of part II of this report to give a general survey of all curriculum materials in the current collection, regardless of their nature and scope. Part III presents the findings obtained by a detailed analysis of 1,262 pieces of curriculum material which justify designation as courses of study. A classified directory of courses of study and other curriculum materials appears in part IV.

## PART II: GENERAL NATURE OF CURRENT CURRICULUM MATERIALS

### GEOGRAPHIC DISTRIBUTION

Current curriculum materials represent practically every State in the Union. In total number of courses of study and supplementary materials, California ranks first with 280, of which 22 are published by the State, 170 by cities, and 88 by counties. Wisconsin ranks second with a total of 120, including 2 State, 94 city, and 24 county publications.

In respect to number of cities represented, California again holds first place with materials from 28 cities, while Pennsylvania follows closely with 25 cities. The largest number of counties is represented by California and Illinois with materials from 19 counties each.

The distribution of current materials according to geographical regions is shown in table 1. Regions contributing the largest number of materials are the East North Central (406), the Pacific (319), and the Middle Atlantic (247). More than half of the total collection, 58.5 percent, are publications of these States; whereas only 14.6 percent represent the three regions contributing the smallest number of materials each, the South Atlantic (99), the East South Central (74), and the Mountain (69).

That the current collection of curriculum materials represents all population areas is shown by table 2.

TABLE 1.—GEOGRAPHIC DISTRIBUTION OF COURSES OF STUDY AND OTHER CURRICULUM MATERIALS

Division	Number of courses and other curriculum material			
	State	City	County	Total
1	2	3	4	5
New England	11	137	36	148
Middle Atlantic	23	188	36	247
East North Central	12	284	110	406
West North Central	24	114	17	155
South Atlantic	26	23	49	99
East South Central	7	54	13	74
West South Central	22	94	5	121
Mountain	33	28	8	69
Pacific	22	188	109	319
Philippine Islands	1			1
Puerto Rico				
Total	203	1,110	347	1,660

TABLE 2.—POPULATION GROUPS REPRESENTED IN CURRICULUM SURVEY

	Population	Number
More than 500,000		10
100,000-500,000		42
30,000-100,000		53
10,000-30,000		63
2,500-10,000		113
Fewer than 2,500		11
Counties		150
States		43
Outlying parts of the United States		2

TABLE 3.—DISTRIBUTION OF CURRICULUM MATERIALS BY SUBJECT

Subject	Pri- mary (K-3)	Inter- mediate (4-6)	Ele- men- tary (K-6)	Junior high (7-9)	Senior high (10-12)	Junior and senior high (7-12)	All grades (1-12)	Adult	Total
1	2	3	4	5	6	7	8	9	10
Agriculture			1	2	1			1	5
Art	12	16	16	7	7	2	2		62
Business and commercial				5	33	2			40
English	28	27	34	39	56	13	3		200
Foreign languages				9	18	7			34
General	37	22	130	21	71	21	13	2	317
Handwriting	5	4	5	1			1		16
Health and hygiene	14	8	19	12	5		1		59
Home economics				12	18	8		1	39
Industrial arts	1	3	5	15	9	2	1		25
Mathematics	25	22	36	25	22	1			130
Music	13	10	16	1	4	2	1		47
Physical education	9	8	8	12	13	5	2		57
Reading	13	6	19	1		2			41
Science	21	21	38	23	35	3			140
Social studies	68	112	35	50	59	5	4	2	335
Spelling	2	3	3	2					10
Special <sup>1</sup>	9	7	18	7	25	7	19		92
Total	257	269	282	243	876	80	67	8	1,669

<sup>1</sup> Special subjects are listed separately in table 6.

## SUBJECTS AND GRADES

The classification of materials given in table 3 shows the subjects and grade-areas represented by them. It has been necessary to give a somewhat broader interpretation to certain of the categories than the table indicates in order to include the wide variety of grade groups for which curriculum materials are prepared. For example, under primary, defined as K-3, are classified all courses designed for any one of these grades, or for any combination of primary grades, including grade 4. Similarly, intermediate contains courses for grades 3-6, 3-7, and 4-7, as well as for grades 4-6; and elementary includes materials for the total period, whether K-8, 1-6, 1-8, or K-6.

It is apparent from this table that the total elementary period is represented by the largest number of materials, 382, and the senior high school by the second largest, 376. There is little difference in the quantity of curriculum materials for the primary, intermediate, and junior high school periods, for which the numbers are, respectively, 257, 269, and 243. Less than 5 percent of the materials in the current collection are intended for the combined junior and senior high schools, and less than 3 percent cover all 12 grades.

Approximately the same relative distribution among different grade-areas is maintained by State and county materials when classified separately, as is shown by the summary in table 4. City publications, on the other hand, present some deviations from the general tendency. The senior high school period is represented by the largest number of city courses (267), whereas the elementary period has a smaller number of materials (171), than the primary, the intermediate, or the junior high school period. These three grade-areas are again represented by a similar number of materials, 197, 202, and 198, respectively. It appears that city school systems tend to provide curriculum materials for somewhat narrower grade-areas than do State and county systems, probably because conditions in the local unit are more readily adapted to such a practice.

TABLE 4.—GRADE-AREAS REPRESENTED BY CURRICULUM MATERIALS FROM STATE, CITY, AND COUNTY SCHOOL SYSTEMS

Type of school system	Primary (K-3)	Intermediate (4-6)	Elementary (K-6)	Junior high (7-9)	Senior high (10-12)	Junior and senior high (7-12)	All grades (1-12)	Adult	Total
1	2	3	4	5	6	7	8	9	10
State	15	16	62	14	55	25	11	5	203
City	197	202	171	198	267	45	29	1	1,110
County	45	51	149	31	54	10	7	—	347

All major subjects are included in the current collection of curriculum materials. The marked emphasis on social studies (table 3) is consistent with the tendency toward increased production in that field noted by Harap in an earlier survey.<sup>1</sup> Included in this category are all materials specifically designated as social studies, as well as those relating to civics, economics, geography, history, and sociology. General materials, which rank second in number, include several or all of the fundamental subjects, and, as the table indicates, commonly cover the total elementary period. Three categories next in rank, English, mathematics, and science, also embrace broad fields of subject matter. These are incorporated in a variety of course-of-

<sup>1</sup> Harap, Henry. A Survey of Courses of Study Published in the Last Two Years. *Journal of Educational Research*, 26: 641-56, May 1935.

study materials distributed fairly evenly among the different grade-areas.

State, city, and county courses of study and other materials are summarized separately by subject in table 5. The rank order of subjects most frequently represented among State publications shows some variation from the order observed for all materials. Social studies again rank first, followed by science, special subjects, and general subjects, instead of English and mathematics, which rank considerably lower. County materials are predominantly general, designed for the total elementary period. Many of these are teachers' manuals which supplement the State course of study by providing lists of basal and supplementary texts, outlines of subject matter for each grade, and in some cases, general teaching suggestions. Exclusive of general materials, social studies rank first among counties, followed by English and science.

TABLE 5.—SUBJECTS REPRESENTED BY CURRICULUM MATERIALS FROM STATE, CITY, AND COUNTY SCHOOL SYSTEMS

Subject	State	City	County
1	2	3	4
Agriculture	4		1
Art	8	47	7
Business and commercial	9	30	1
English	15	155	30
Foreign language	7	23	4
General	23	172	122
Handwriting	1	7	8
Health and hygiene	12	34	13
Home economics and child care	8	29	2
Industrial arts	4	29	3
Mathematics	7	105	18
Music	6	28	15
Physical education	12	42	3
Reading	3	29	9
Science	27	93	20
Social studies	31	235	69
Spelling		9	1
Special	26	46	21
Total	243	1,110	347

Curriculum materials devoted to special subjects are listed in table 6. Although special subjects appear to occupy a relatively small place in the current collection, they actually receive more extensive treatment than the data imply, for the reason that in some cases they are considered as aspects of broader subject fields. Alcohol and temperance, for example, are sometimes incorporated in health materials; library and motion pictures are included with English; while character education, patriotism, and safety are correlated with social studies or treated briefly in general courses. The practice of treating special subjects broadly even when they are isolated from

## CURRICULUM MATERIALS

related fields is shown by the concentration of courses at the three most inclusive grade-areas, the elementary, the senior high school, and the entire school period. The number provided for smaller grade groups is practically negligible.

## MECHANICAL FEATURES

Recent courses of study and other curriculum materials appear most frequently in mimeographed form, 74.4 percent being mimeographed or multigraphed, 21.9 percent printed, and 3.7 percent typewritten. The proportion of mimeographed materials is notably greater than the 53 percent reported by Harap 2 years ago. This may imply an increasing tendency to revise and re-issue courses of study after a period of experimentation, or it may merely reflect a growing need for economy in publication.

TABLE 6.—CURRICULUM MATERIALS IN SPECIAL SUBJECTS DISTRIBUTED BY GRADE-AREAS

Subject	Primary (K-3)	Intermediate (4-6)	Elementary (K-6)	Junior high (7-9)	Senior high (10-12)	Junior and senior high (7-12)	All grades (1-12)	Adult	Total
1	2	3	4	5	6	7	8	9	10
Alcohol and temperance		1	3		2	2	4		12
Auditorium			1						1
Character education	4	5	4	1	2		3		19
Conservation					1		1		2
Consumer education					2				2
Education					1				1
Extracurricular			1			1			2
Guidance			2	3	1	2	1		9
Leisure					1				1
Library							1		2
Motion pictures			1		1				1
Patriotism			1						1
Propagandistics									1
Safety	3	1	4	1	8	2	8		27
Seat work	2				2	4			2
Special subjects (art, etc.)			1				1		7
Vocational education									
Total	9	7	18	7	25	7	19		92

There is some variability, however, among different population groups. State courses are commonly printed, 75.8 percent appearing in this form; whereas most of the county and city materials, 86.4 and 79.9 percent, respectively, are mimeographed. Cities from 30,000 to 100,000 in population show the greatest tendency to mimeograph their materials, five times as many preparing them in this form as printing them. In population group 10,000 to 30,000 the number of systems following the former practice is four times the latter, while in still smaller communities (2,500 to 10,000) only twice as many systems mimeograph their materials as print them. This proportionate decrease in use of the mimeographed form of publication may be explained by the fact that in many small communities curriculum ma-

terials are limited exclusively to printed book lists, handbooks, and schedules of courses. A small percentage of school systems in low population groups use a typewritten form for brief course outlines and programs of work.

The proportion of cities producing mimeographed materials also decreases among population groups larger than 30,000 to 100,000, the point at which cities show greatest tendency to mimeograph their publications. In population group 100,000 to 500,000, three times as many systems mimeograph their work as print it, a proportion which is considerably lower than that in the group just mentioned. Among the largest cities (more than 500,000) the practice of printing curriculum materials is fairly general, four times as many systems printing their materials as mimeographing them.

TABLE 7.—RELATIVE LENGTH OF CURRICULUM MATERIALS IN PAGES

Number of pages	Mimeographed			Printed			Typed			Total		
	State	City	County	State	City	County	State	City	County	State	City	County
1	2	3	4	5	6	7	8	9	10	11	12	13
850-875				1						1		
800-825				1						1		
700-725				1	1					1	1	
675-700												
650-675				1						1		
575-600				1						1		
550-575				2						2		
425-450	1										1	
400-425											1	
375-400	1			1						1	1	
350-375	1			1						1	1	
325-350					1						1	
300-325	1			2						2	1	
275-300	6	3	3	3	1	1				3	7	3
250-275	3			1	1	1				1	4	1
225-250	1	6	1	3	3	1				4	9	2
200-225	1	6	1	4	3					5	9	1
175-200	1	9	1	11	5	1				12	14	2
150-175	20	5	10	3	2		1			10	24	7
125-150	2	22	2	8	7	1				10	29	3
100-125	3	42	8	13	6	2				16	48	10
75-100	7	58	23	22	12	4				29	70	27
50-75	7	113	23	30	19	6	1	3		38	135	29
25-50	11	213	67	31	35	14	6	8		42	254	81
0-25	15	385	168	7	65	15	51			22	501	181
Total	48	887	300	150	162	47	1	61		203	1,110	347
Median	46.5	31.8	22.5	83.3	36.4	40.1	62.5	15.7		75.0	30.2	23.9

Although the general trend of current practice among different population groups as to the form of their curriculum materials is similar to that reported by Trillingham in his analysis of city courses of study, the relative proportion of mimeographed materials is consistently higher.<sup>3</sup> Since his study was limited to 93 courses of study, it is probable that the factor of selection offers some explanation for differences in findings.

<sup>3</sup> Trillingham, Clinton C. *The Organization and Administration of Curriculum Programs*. Los Angeles, Calif., The University of Southern California, 1934. p. 48.

The length of materials in the current collection ranges from 1 page to 852 pages, the median number of pages being 33.4. Approximately 85 percent of the materials contain less than 100 pages. Distributions of State, city, and county materials, according to page length, appear in table 7. State courses are notably longer than those of cities and counties, having a median length of 75 pages, as against respective medians of 30.2 and 23.9 pages for city and county courses. Seven State courses exceed 400 pages whereas only 2 city courses exceed the same length, and no county course contains more than 300 pages. All of the long State courses are printed and all but two are general in scope. With one exception, a science course for high school, they represent the total elementary period.

Approximately half of the county materials and somewhat less than half of the city publications are less than 25 pages in length. The former are widely varied, including book lists, suggested daily programs, bibliographies, graded outlines of work, lists of desirable objectives, poems for memorizing, suggested unit activities, and other teaching helps both general and specific in nature. Brief city materials, on the other hand, tend to include only course outlines or programs of work, which are either printed or mimeographed on less than a dozen pages.

Size of page is another mechanical feature that shows considerable variability among the materials surveyed. Although many printed courses appear in a convenient book size, others, particularly skeleton outlines of course offerings of 4-year high schools, are issued in small leaflets or bulletins, or on a single large sheet with multiple foldings. A majority of the mimeographed materials are prepared on a standard page of  $8\frac{1}{2}$  inches by 11 inches, while others appear on extra large sheets. Greater uniformity in size of page among both printed and mimeographed publications would facilitate shelving and filing collections of curriculum materials.

The preferred binding at the present time makes use of clipped or stapled pages, as shown in table 8. Although a more permanent style of binding is used about as frequently among State courses, it is far less common among city and county materials, for the reason that a smaller percentage of the latter are printed. Relatively few current materials are prepared in loose-leaf form.

A majority of the curriculum materials contain an introductory section or foreword which ranges in length from a single paragraph to several pages. The briefer introductions merely indicate the purpose of the materials, the grade level for which they are intended, and in a general way the method by which they have been developed with a request for teachers' suggestions for revision.

Longer introductions are concerned with the following topics: The working philosophy of persons who formulated the materials; the

TABLE 8.—PERCENTAGE OF CURRICULUM MATERIALS UTILIZING DIFFERENT STYLES OF BINDING

Binding	State (203)	City (1,110)	County (347)	Total (1,660)
1	2	3	4	5
Permanent.....	46	17	23	22
Clipped pages.....	52	65	64	63
Loose leaf.....	2	18	13	15

essential values of the materials and their usefulness in the school program; general aims and objectives; an explanation of unit selection and a list of units of work; time allotments; the relation of the content to the general field of education and to basic life activities; suggested plans for choosing appropriate materials and activities, for integrating them with other subjects or with life outside of school, for adapting them to various individuals and grades, and for evaluating the outcomes of instruction.

In special subjects—auditorium, character education, safety, and others—occasional introductions contain a historical résumé of growth in the field, a review of the findings of scientific studies, or a summary of statistical evidence to justify the materials or procedures suggested. A few introductions to courses in social studies include a diagrammatical plan of the course which shows the child in relation to his broadening relationships to people, to his physical and social surroundings, to a world that is very old, and to a society that is likely to develop from contemporary life.

Although many introductory statements are obviously of little real value to persons using the materials, others provide the kind of basic understanding and broad overview that is important for a ready grasp of a new body of content. That the latter type is steadily increasing in number is shown by Harap's most recent study.

A usable table of contents appears in 26 percent of the 1,660 materials, the percentage of occurrence by State, city, and county being, respectively, 62, 23, and 17. Only 1.2 percent of recent curriculum materials contain an index.

### **PART III: ANALYSIS OF COURSES OF STUDY**

Of the total 1,660 pieces of curriculum material in the current collection just described, 1,262 courses of study were analyzed in detail. Materials omitted from analysis are of two sorts, those of a supplementary nature which although related to the curriculum cannot be strictly classified as courses of study, and those which are so general as to present no more than a bare outline of subject content by grade.

For the most part, the data obtained by analysis were entered on work sheets, the following copy of which has been slightly modified to omit factors pertaining to subject, city, date of publication, format, and other matters considered in connection with the total collection. Observations of unique features found in specific courses were recorded informally along the margin of the work sheets or on small filing cards.

## CONSTRUCTION OF COURSES

*Agency of construction.*—Thirty-two percent of the courses analyzed contain no reference to the agency which constructed them. State courses, on the whole, identify producing agencies most frequently, only 13 percent failing to give this information, in comparison with 28 and 37 percent in the case of cities and counties.

**CHECK LIST FOR ANALYSIS OF COURSES OF STUDY**

A. CONSTRUCTION OF COURSE		A. CONSTRUCTION OF COURSE—Con.	
(1) Agency:	Yes	(2) Revision—Continued.	Yes
(a) teachers		(d) determined by recognized inadequacies in standards of attainment	
(b) principals			
(c) board of education			
(d) superintendent			
(e) supervisors			
(f) curriculum committee			
(g) school and lay groups			
(h) special curriculum staff			
(i) no information given			
(2) Revision:		B. OBJECTIVES	
(a) continuous		(1) General	
(b) suggested		(2) Specific	
(c) determined by community change in:		(3) Emphasis on:	
(aa) population		(a) habits	
(bb) occupation		(b) skills and knowledge	
(cc) environment		(c) attitudes, appreciations, understandings	
(dd) resources		(d) enriched living and social well-being	
(ee) social values		(e) development of personality	
		(4) Stated as:	
		(a) pupil-goals	
		(b) teacher-goals	

## A. CONSTRUCTION OF COURSE—Con.

(5) Validity: Recognizes— Yes

- (a) children's needs, interests, capacities-----
- (b) adult activities, needs, and interests-----
- (c) social needs of:
  - (aa) immediate community-----
  - (bb) society at large-----
- (d) findings of research-----
- (e) general educational activities-----

C. ORGANIZATION

- (1) Level:
  - (a) by single grade-----
  - (b) by group of grades-----
  - (c) by all grades-----
- (2) Subject:
  - (a) single subject-----
  - (b) group of subjects-----
  - (c) correlation or integration-----
    - (aa) complete-----
    - (bb) partial-----
- (3) Unit organization:
  - (a) subject matter-----
    - (aa) topical-----
    - (bb) generalization-----  - (b) human experience:
    - (aa) complete-----
    - (bb) center of child interest-----
    - (cc) theme or principle-----
- (4) Arrangement:
  - (a) parallel columns-----
  - (b) organized paragraphs-----
  - (c) organized outlines-----
  - (d) informal account-----
  - (e) list-----
- (5) Time allotment:
  - (a) duration of course-----
  - (b) time per week-----
  - (c) time per unit-----
  - (d) content per week-----
  - (e) content per month-----
  - (f) content per report period-----
  - (g) daily program-----

## D. MATERIALS

(1) Reading: Yes

- (a) textbooks-----
- (b) book-lists for pupils-----
- (c) magazines for pupils-----
- (d) free or inexpensive materials-----
- (e) professional literature for teachers:
  - (aa) lists of teaching supplies-----
  - (bb) suggestions for adapting course-----
  - (cc) suggestions for diagnosis and remedial work-----
  - (dd) suggestions for classroom arrangement-----
- (f) materials to provide background for teachers-----

(2) Other materials:

- (a) commercial:
  - (aa) drill cards-----
  - (bb) work-books-----
  - (cc) visual aids-----
  - (dd) maps-----
  - (ee) radio-----
  - (ff) phonograph records-----
- (b) Local:
  - (aa) informal drill materials-----
  - (bb) constructive materials-----
- (c) Community:
  - (aa) educational institutions—museums, art galleries, etc-----
  - (bb) experiences of school-patrons-----
  - (cc) industrial plants-----
  - (dd) community services-----

## E. ACTIVITIES

(1) Nature: Yes

- (a) related to objectives-----
- (b) provide for individual differences-----
- (c) involve creative effort-----
- (d) involve intellectual effort-----
- (e) represent variety in type-----
- (f) provide for out-of-school contacts-----
- (g) involve drill and memorization-----
- (h) involve doing and experiencing-----
- (i) relate to life experiences-----

## F. METHOD

(1) Description:

- (a) type lessons-----
- (b) suggested units-----
- (c) suggestions for correlating instruction with community life-----
- (d) provision for diagnosis of individual difficulties-----
- (e) provision for correcting individual difficulties-----
- (f) principles in guiding study-----

## G. FLEXIBILITY

(1) Provision for adapting course to:

- (a) communities or schools; as rural, etc-----
- (b) classes or groups-----
- (c) individual pupils-----

## G. FLEXIBILITY—Continued

(2) Provision made by varying: Yes

- (a) content of course-----
- (b) time-requirements-----
- (c) method or procedure-----

## H. MEASUREMENT

(1) Definition of standards of attainment:

- (a) in terms of course-objectives-----
- (b) in terms of standard norms-----

(2) Evaluation of pupil-progress:

- (a) testing considered a part of each unit-----
- (b) periodic testing schedules-----
- (c) local tests supplied-----
- (d) standard tests suggested-----
- (e) sample tests included-----
- (f) directions given for making tests-----

(3) Records of pupil-progress:

- (a) on periodic reports-----
- (b) on cumulative records-----

(4) Use of evaluation:

- (a) in pupil-placement and promotion-----
- (b) in guidance-programs-----

## I. PRINCIPAL TOPICS OF COURSE

That the teacher plays a major role in curriculum work is shown by the fact that some teacher participation is mentioned in 63 percent of the courses. Although in a few instances one teacher is credited with having prepared the course while engaged in professional study, the most common practice is that of committee action. In 22 percent of the courses, the official status of committee members is not defined; in 32 percent, teachers serve as chairman; in 6 percent, supervisors; while in the remaining 3 percent, committees are guided by special directors, superintendents, principals, and assistant superintendents, in the order named.

Acknowledgments of indebtedness stated in foreword or introduction show that many courses of study have involved the cooperative

effort of other persons than those whose names appear on committee lists. They are generally professors in institutions of higher education who have acted as consultants and directors of curriculum committees, or who, through graduate courses, have provided inspiration or immediate opportunity for practical curriculum work. Several recent State programs, Colorado, Florida, Kansas, Nebraska, Virginia, and others, have been directed by leaders in the university and teachers colleges of the various States or by members of the division of surveys and field studies of George Peabody College. In some cases, particularly in the Southern States, committees have carried on their work in the curriculum laboratories of these or other institutions.

Only 4 percent of the courses of study are designated as the work of a single supervisor. These are in the field of art, music, and physical education. Of the remaining 1 percent, 1 course is credited to a board of education and 15 to the office of the county superintendent.

Slight mention of lay participation in curriculum programs is made in current courses of study. Inasmuch as lay groups are used chiefly in an advisory capacity, it seems probable that a true picture of the amount of their participation cannot be obtained solely from courses of study which represent the production side of curriculum work. The evidence may be sufficient, however, to substantiate the conclusions of other investigators to the effect that the extent of lay participation is still limited.<sup>3</sup>

*Attitude toward revision.*—Although only 12 percent of the courses present definite plans for future revision, most of them reflect the current point of view that the curriculum is never finished but must constantly be revised to meet the needs of a dynamic social order. Many are designated tentative courses or suggestive outlines while others only imply tentativeness. Occasional courses contain blank pages on which teachers are requested to offer suggestions, comments, and constructive criticisms, or to record experience in the classroom for use in later revision. In others, teachers are invited to experiment with units of interest and to write up at least one unit with related references in order that the course may evolve by accretions of units of proved appropriateness and worth. Kansas City, Mo., defines the following broad lines along which teachers can make contributions: Changes in organization of course or of units, changes in content of course of units, changes in time allotments of units, parts or phases that are most helpful, parts that can be eliminated, types of content or helps that should be included, and materials for reference or enrichment: Books, articles, biographies, stories, poems, pictures, songs, and victrola records.

<sup>3</sup> Caswell, Hollis L. and Campbell, Doak S. *Curriculum Development*. New York, American Co., 1935, p. 470.

The most frequently mentioned reason for revision of the courses studied is the importance of adjusting the school program to social and industrial change, of keeping pace with the spirit of the times. Houston, Tex., where the movement in curriculum revision was begun in 1924, asserts that change in social conditions is the most important factor in the problem of education, that "new conceptions of living; new ideas of behavior; new methods of work and recreation; new moral situations; new relationships, both social and individual; new responsibilities and new privileges—all the result of the many inventions and social changes of the past few years, call for a new educational procedure."

In other courses there is mentioned the desirability of modifying procedures and content from time to time on the basis of children's changing needs and interests, in accordance with the most recent findings of educational research, or on the grounds of immediate environmental needs. Where and how the evidence pertaining to these factors is to be obtained and how it is to be used in revising the school program are matters seldom considered in courses of study.

*Experimentation and research.*—The importance of research in constructing and revising courses of study is readily admitted. Yet surprisingly little evidence of research is found in current courses, of which less than 4 percent contain actual reports of research programs. A somewhat larger percentage give evidence of experimental development of units of work, or of try-outs of units for the purpose of determining time allotments, sequence of units, appropriateness of content, and other factors. There is little or no evidence, however, as to whether the try-out programs indicated in the various courses conform to standards of experimental research.

Conspicuous among curriculum programs involving broad areas of research are those reported in the Virginia course of study for the elementary grades and in the curriculum study bulletins from several other States, chiefly southern—Arkansas, Florida, Georgia, Kansas, Kentucky, Louisiana, Mississippi, Tennessee, and Texas. In these States an attempt is being made to adjust the work of the school to present social and economic conditions. Toward that end, each State has been surveyed to determine problems of family life, recreation, public health, safety, conservation of resources, and of other factors. In some cases the survey has extended into the local community to secure information concerning the immediate environment which surrounds the learning situation. Studies have also been made of the learners themselves to insure a curriculum adapted to their aptitudes and capacities.

According to present State plans, such programs of research will not end with the construction of courses of study but will be continuous

to be carried out again and again for the purpose of revising the curriculum in the light of current needs. The present course of study of Virginia has evolved from a series of experimental editions, the outcomes of each having been tested and evaluated and the effects scientifically determined before a revision was made.

Another type of research program is found in the social-studies course of Madison, Wis., which contains a report of investigations carried on preliminary to the construction of the course. These investigations included an examination of scientific studies of trends and problems in American life as an aid in identifying desirable objectives in social studies, a survey of outstanding courses of study from other cities to determine best practices in selection and organization of content, a 2-year study of available textbooks, an investigation of children's interests for determining grade-placement of certain units and points of emphasis on various aspects of the social studies, and, finally, a record of questions asked and topics discussed in the free conversation of children, as a source of curriculum material. Each teacher in that city is urged to develop one experimental unit a year to be evaluated by standards defined in the course of study.

Evidences of such research are far from common, perhaps because a curtailment of expenditures in recent years has reduced the number of curriculum and research departments, particularly of city school systems. In some cases, explanation may be found in the fact that trained leaders in universities and other higher institutions are not easily available for advice in curriculum construction, or in the failure of many school systems to recognize course-of-study making as a highly technical undertaking.

#### AIMS AND OBJECTIVES

*Nature of objectives.*—The importance of aims or objectives in a course of study lies in the directive influence which they exert upon the selection of content, activities, and experiences. They provide the purpose which makes the course itself necessary. Yet of the courses of study in the current collection, 13 percent contain no statement of objectives. The percentage of omission is highest among county courses (29), and lowest among city courses (10). General objectives are included in 76 percent of all the courses analyzed. They represent the only kind of objective mentioned in 46 percent of the courses, receiving the greatest percent of single mention (58), among State courses. Specific objectives are stated in 42 percent of the total number of courses, and represent the only kind mentioned in approximately 10 percent, chiefly those of city and county, of which 11 and 9 percent, respectively, restrict objectives to specific goals. Both general and specific objectives occur in 31

percent of all the courses analyzed, their percent of joint occurrence being highest among city courses (33), and lowest among State courses (24).

In many cases, the two types of objectives are not clearly differentiated. What is considered general in one course is classed as specific in another. The narrower the objective, however, the more consistent its classification. For example, "to develop the habit of reading with the light over the left shoulder," "to promote an appreciation of the importance of answering business letters promptly," and "to teach the use of the tabular key in indenting for paragraphs" are clearly recognized as specific aims. On the other hand, objectives like the following: "To develop intelligent interpretation in reading," "to guide pupils in communicating ideas effectively," and "to create an interest in becoming a worthy member of the family," appear about as frequently in one category as in another. Since the achievement of general objectives depends upon the contribution made by each specific factor in relation to every other specific factor, there is evident need for a clearer differentiation between objectives which control the general learning situation and those of a more specific nature to be achieved day by day.

*Statement of objectives.*—Although it is commonly believed that objectives are most useful when stated in terms of pupils' goals, only 31 percent of the courses state their objectives in this manner. The remainder present them as teaching objectives. There is some tendency to differentiate the form of statement according to the scope of the objective, teachers' goals indicating general objectives, and pupils' goals specific objectives. Many courses, however, follow no consistent practice, intermingling pupils' and teachers' goals in the same list, whether general or specific. Where the two groups are identical, as is sometimes the case, no criticism can be made of such an arrangement. For the most part, however, the purposes of teachers and pupils are sufficiently different to make separate definition and classification desirable.

*Objectives as controls of behavior.*—An analysis of objectives in terms of modifications in the learner's behavior and attitude shows that the attainment of knowledge and the acquisition of skills in particular fields are mentioned in 68 percent of the courses; the development of desirable attitudes, appreciations, and undertakings appear in 66 percent; and the development of specific habits and abilities in 45 percent. The promotion of enriched living and social well-being is mentioned in 27 percent of the courses, and the development of personality in 21 percent. The percentage of occurrence of these objectives among State, city, and county courses is shown in table 9.

*Clarifying and organizing objectives.*—The usefulness of objectives is determined to a large extent by the degree of clarity they represent

TABLE 9.—PERCENTAGE OF OCCURRENCE OF OBJECTIVES INTERPRETED AS CONTROLS OF BEHAVIOR

Objectives	State	City	County	Total
1	2	3	4	5
Skills.....	74	69	52	68
Attitudes and appreciations.....	66	69	52	66
Habits.....	62	44	87	45
Enriched living and social well-being.....	31	28	18	27
Development of personality.....	13	22	24	21

for the teacher. In some courses objectives are clarified by a statement of their outstanding characteristics. Indianapolis, for example, lists after each character trait which the school consciously aims to develop, the qualities exemplified by an individual possessing the trait. The following section is illustrative:

1. Industry—persistent, steady, thorough, conscientious in work, wise in use of time.
2. Cooperation—obedient to accepted authority, willing to assume individual responsibility, willing to sacrifice individual desires for group interest, respectful of rules.
3. Courtesy—respectful, considerate of others.
4. Honesty—truthful, sincere, frank, fair-minded.
5. Dependability—punctual, mindful of obligations.
6. Initiative—resourceful, original, self-reliant.
7. Self-control—even-tempered, restrained in speech, balanced.
8. Moral courage—willing to stand by his convictions.

Other systems explain desirable habits and attitudes in terms of pupils' trait actions. An example may be cited from the course of study in health of Muncie, Ind., which arranges trait actions pertaining to health habits and attitudes in the form of a check list with goals for primary grades indicated by double stars, for intermediate grades by a single star, and those for the junior high school by no star. The following section lists trait actions pertaining to exercise and play:

- \*\*1. Plays outdoors, if possible, 2 hours or more each day.
- \*2. Keeps in the sunshine because it helps boys and girls to grow.
- \*3. Takes part in moderation in big-muscle activities suitable for one's age such as running, jumping, skipping, climbing, throwing, hiking, swimming, skating, etc.
- \*4. Takes part in group games—track meets, team games, relays, gymnastics, dancing, etc.
- \*5. Participates in the use of such tools as the hammer, saw, skates, bicycle, etc.
- \*6. Has ability to express ideas through action and dramatic play.
- 7. Uses moderation and judgment in physical activities.
- 8. Is a good follower or leader as the occasion demands.
- 9. Desires to keep in condition for more efficient activity.
- 10. Is willing to take corrective exercises if prescribed.

A detailed method of clarifying objectives in order that teachers will be aided in developing the desired pupil behavior is contained in the *Tentative Course of Study for Virginia Elementary Schools*. The emotionalized attitudes are stated in one classification; suggestive generalizations organized under major understandings, are given in another; and special abilities representing specific habits and skills which contribute to the desired attitudes and abilities are presented in a third classification. In all, there are 26 attitudes listed and described, 24 generalizations with illustrations, and 17 special abilities each of which is described in some detail. The following outline illustrates briefly the organization of objectives:

#### EMOTIONALIZED ATTITUDES

105. The attitude of respect for personality.

The inclination to believe in the integrity and worth of other persons.

The tendency to admire fine qualities in other people.

Willingness to let others develop their own personalities.

The disposition to insist upon fair play in all situations.

The disposition to make concessions for the maintenance of pleasant relations.

The belief in equality of opportunity.

The tendency to have consideration for the welfare and convenience of others.

The desire to cooperate with others.

The inclination to believe that personality indicates the nature of the creative force of the universe and the ultimate meaning of creation.

The disposition to regard personality as the key to the individual's success.

112. The attitude of concentration.

The tendency to expend all available energy on problem.

The drive to continue work at a problem even though its solution is difficult and brings no immediate reward.

The disposition to give sustained effort to all work and study.

118. The attitude of constructive participation in social life.

The tendency to subordinate personal desire to the public good.

The urge to apply critical and experimental thinking to the problems of everyday life.

The tendency to assume the obligation of promoting the family welfare.

The disposition to develop and maintain adequate personal and public health.

The urge to participate in civic life as a citizen or office holder.

The determination to build a healthy public opinion that will provide honest and efficient government.

The disposition to be an economic asset.

The inclination to enrich recreational life.

#### GENERALIZATIONS

207. The understanding of man's increasing control of his social environment.

Man's control of his social relationships is not as effective as his control of nature.

Man is constantly increasing the consumption of knowledge by research, instruction through the home, school, church, books, magazines, newspapers, the radio, and associations with other people.

The school is maintained by society as its chief agency for disseminating understanding, perpetuating desirable institutions, and supplementing other educational agencies.

Man tends to form voluntary organization, the influence of which extends beyond political and geographical boundaries.

Man tends to organize minorities for the extension of personal and group interests.

Man uses law and its enforcement as a means of group control.

Religion is an agency of group control.

Leadership is important in applying methods of group control.

Propaganda, usually, is an instrument in the hands of a dominating class or other group for advocating selfish interests.

208. The understanding of the relation of the social heritage to man's development.

The social heritage is the total of the material and adaptive forms of culture employed by man in solving his problems.

Every generation inherits from the preceding generation material goods, non-material goods, and customs.

The social heritage of one group differs from that of another.

Every generation adds to the social heritage and its descendants profit thereby.

Man is dependent upon the social heritage into which he is born. Its preservation by education prevents him from reverting to barbarism.

209. The understanding of man's constant endeavor to improve his living conditions.

Man has continually increased his means of self and group protection.

Man has lengthened the average span of life by increasing his knowledge of how to prevent and cure disease.

Man has increased his efficiency and joy in living by increased knowledge of the principles of health and sanitation.

Man's invention and use of power have improved his home conditions, increased his earning capacity, and lightened his occupational load.

#### SPECIAL ABILITIES

301. The ability to read.

The ability to use the mechanics needed in reading.

The ability to analyze, interpret, and evaluate reading materials.

The ability to use reference books.

The ability to interpret thought in oral reading.

The ability to use silent reading as recreation.

303. The ability to write.

The ability to express one's thoughts clearly, forcibly, and correctly in all forms of written discourse.

The ability to spell needed words.

The ability to use handwriting.

305. The ability to study.

The ability to begin work promptly.

The ability to ignore both internal and external distractions.

The ability to get a clear insight into the meaning of the material to be learned.

The ability to concentrate on the important elements of a discussion.  
The ability to review in spare moments material which has been learned.  
The ability to apply newly acquired principles in wider fields.  
The ability to take notes which will insure ready availability of material or ready reference to sources.  
The ability to concentrate on a problem until it is completed.  
The ability to make skillful use of such aids to study as tables of content, indexes, card catalogs, reader's guides, etc.  
The ability to keep in mind that work is not being done for teachers.  
The ability to provide external conditions of work—light, temperature, humidity, chair, desk, etc.—favorable to study.  
The ability to provide the tools to study.  
The ability to form a place-study and time-study habit.

A final method of organizing and clarifying objectives is used most commonly in courses organized into units of work. It involves an outline of information, understandings, attitudes, and appreciations from which each unit is derived. The following illustration is taken from the social-studies course of Madison, Wis., and indicates the teaching plan inherent in a statement of objectives for a unit on *The Story of Light* for third grade.

A. Information—Elements in the unit.

1. Various means of lighting that we have today: Electricity, gas, candles, lamps.
  - (a) Importance of artificial lighting.
  - (b) Contrast with grandfather's lighting conveniences.
2. Man's first lamp.
  - (a) Discovery of fire and the use of the torch.
  - (b) Evolution of fireplaces.
3. Lamps with wicks.
  - (a) Romans, Egyptians, Colonists.
  - (b) Materials used.
  - (c) Improvements with the use of kerosene.
4. Candles.
  - (a) Materials used.
  - (b) Process of making both molded and dipped candles.
5. Gas.
  - (a) Natural and artificial gas.
  - (b) Piping gas to other places.
  - (c) Uses for cooking and lighting.
  - (d) Improvements in burners.
  - (e) Caution in use of.
6. Electricity.
  - (a) The incandescent lamp—Edison.
7. Lights and safety and health.
  - (a) Street lights—traffic lights.
  - (b) Railroad signals.
  - (c) Airplane beacons, arc lights.
  - (d) Lighthouses and signals to ships.
  - (e) The use of heat and light by doctors.
  - (f) Vehicle lights.
  - (g) Light meter—a measure of light.

8. Workers who help to supply light in a city.
  - (a) Electrician who makes repairs.
  - (b) Inspectors.
  - (c) Workers at the light plant.
- B. Understanding to be secured.
  1. Man has conquered darkness by his inventions.
  2. Improvements in lighting have increased man's efficiency in work and the opportunities for his pleasure and comfort.
  3. Better lighting means better health and greater safety if used with judgment.
  4. People in all times and in all places have tried to improve upon lights.
  5. There is increasing safety in the use of heating and lighting methods.
  6. People in a city are dependent upon each other as many workers contribute to their comfort and safety.
  7. Changing conditions bring about different demands.
  8. Great scientists and inventors have made possible the present means of lighting.
- C. Appreciations and attitudes.
  1. Gratitude for comforts and conveniences.
  2. Realization of the cost of lighting and the responsibility for preventing waste by turning off lights not in use.
  3. Appreciation for efficient service of electrical workers.
  4. Realization of the dangers of electricity and gas and the need for caution in their use.
  5. Appreciation of the contributions of inventors and scientists to our comfort.
  6. Obedience to traffic signals.

The illustrations just given indicate a variety of ways in which school systems organize objectives for use in planning instruction and in guiding the activities of pupils. Such working lists of objectives serve not only as a starting point for organizing a course of study or a unit of work, but as a means of checking different stages of progress attained by pupils. In a large number of courses, however, objectives appear as an unclassified list of skills, habits, attitudes, and appreciations. Their usefulness as guides to instruction should probably be questioned.

*Source of objectives.*—Important as it is to know the source of objectives as a means of evaluating their soundness and worth, little direct information is given in courses of study. In many, however, the source can be inferred either from the objectives themselves or from introductory statement and foreword, while in others there is no clue to the way in which objectives have been selected.

Although only a small number of courses report investigations of children's activities and interests, an analysis of objectives, particularly in integrated courses, shows a distinct tendency to fit desired skills, knowledges, habits, and appreciations to the needs and experiences of pupils at different stages of development. Similar tendencies are manifested in courses provided for special-ability and special-interest groups.

Less than 3 percent of the courses contain objectives which definitely reflect the social needs of the immediate environment. They represent the fields of the social studies, safety, agriculture, science, mathematics, English, music, business, and art, in the order named. In a few cases the courses indicate that the objectives were derived from surveys of social conditions of the community, of the kind described in connection with curriculum research, while in others a knowledge of community needs and interests is merely implied.

Approximately 24 percent of the courses claim to meet the social needs and deficiencies of society at large. Yet the objectives of a much larger percent of courses clearly interpret what is taking place in social, industrial, and economic aspects of society. This tendency is especially marked in social studies, health, home economics, industrial arts, and English—all of which aim to promote the cultural, practical, and civic qualities important in American life as a whole. In the main, broadly social objectives are derived from secondary sources, chiefly social and economic studies of national scope, the findings of which have been made available through current monographs, books, and magazines. A few courses carry direct reference to the studies used in deriving objectives. Courses in social problems, for example, refer in some instances to the Report of the President's Research Committee on Social Trends; in safety, to Government statistics on mortality rates in relation to preventable accidents; and in consumer education, to reports of the Federal Trade Commission relative to the cost of false and misleading advertisements to the American consumer.

The aims of high-school courses frequently are determined by the activities and principles of social living as incorporated in the seven cardinal principles of education, and somewhat less frequently by the activities of special occupational groups as determined by job analysis. The latter appear in occupational and vocational courses—agriculture, home economics, business and commercial subjects, and industrial arts.

Both elementary and high-school courses reveal a tendency to use the opinion of experts for the purpose of justifying objectives, if not as a basis for determining them. Pronouncements of professional organizations—the National Council of Teachers of English, the National Society for the Study of Education, the Department of Superintendence, and other departments of the National Education Association, as well as of lay groups—labor organizations, emergency relief administrations, insurance companies, automobile clubs, and safety councils are cited in certain courses of study the aims of which harmonize with the points of view of these organizations.

Despite its recognized inadequacies, the practice still persists of adapting objectives from the courses of study of other States and cities, notably those whose curriculum programs are recognized as

superior. In some cases, the objectives are designated as adaptations or borrowings. In others, the statement is made that a comprehensive list of objectives was compiled from well-known courses of study and then given to local teachers who checked the ones which they considered of greatest importance for their school system. The worth of objectives so derived obviously depends upon the extent to which the source objectives themselves represent the activities and interests of children, and the social needs, deficiencies, and activities of society at large and of the social group they aim to serve. The increasing tendency of certain school systems engaged in continuous programs of research to restrict the distribution of their curriculum materials will probably tend to decrease the use of the so-called scissors and paste-pot procedure of deriving objectives.

#### ORGANIZATION OF COURSES OF STUDY

*Organization as to grades.*—It is a common practice of school systems at the present time to organize courses of study for two or more grade levels, less than half of the courses analyzed (44 percent) covering a single grade. This cannot be interpreted, however, as a tendency to disregard grade boundaries, for the reason that, in most cases, composite courses define grade boundaries and provide specific content and activities for each grade. General objectives alone tend to cover a broader area. In certain of the special subjects—auditorium, guidance, safety, temperance, and occasionally character education—courses are set up without grade limitations, probably because the basic purposes of these subjects have not yet been reduced to specific knowledges, skills, and appreciations appropriate for each grade level.

*Organization as to subject.*—That the school curriculum is commonly built up of a series of isolated subjects is shown by the overwhelming percentage of courses organized by single subjects or groups of unrelated subjects. Eighty-eight percent are so organized as against 12 percent organized by a correlation of several subjects or an integration of all subjects. In terms of number, single-subject courses total 1,110, and correlated and integrated courses, 152. County courses represent the greatest tendency toward compartmentalization, more than 90 percent being devoted to single subjects, whereas city courses represent the greatest tendency in the opposite direction, approximately 14 percent affording some degree of correlation.

Although only 62 courses may be classified as fully integrated and 90 as partially integrated, the actual trend in the direction of unified school experiences is considerably greater than can be shown by formal count. Many courses of study are constructed with the idea that the content will be correlated with that of other fields at the initiative of teachers. Courses in art, literature, oral and written composition, industrial arts, music, and reading, carry the most fre-

quent suggestions for correlation. In some cases, only general reference is made to the necessity of vitalizing and enriching the work by correlation with the total school program. In others, points of contact between these subjects and the basic curriculum fields—science, social studies, mathematics, and others—are identified by topic or by pages in textbooks, and the aims of correlation specifically defined. The present tendency to organize subjects into large units of work has opened up opportunities for correlation not readily recognized in day-by-day assignments.

Integrated courses are generally tentative in nature, providing experiences growing out of the pupils' social activities, and integrated around a central problem or center of interest suggested by the activities. Despite the theory that the integrated curriculum develops in the direction of pupil needs and interests without the restriction of subject limitations, few courses of study lose sight of the various subject fields entirely. In fact, the majority of them are designated by subject titles, the most common of which is social studies.

The following illustrations may be cited of courses generally recognized as integrated. They provide maximum opportunity to achieve integrated learnings through experiences intrinsic to the social situation without regard to the subject fields represented.

The Virginia State course of study is organized around a series of 11 major functions of social life: (1) Protection and conservation of life, property, and natural resources; (2) production of goods and services and distribution of the returns of production; (3) consumption of goods and services; (4) communication and transportation of goods and people; (5) recreation; (6) expression of aesthetic impulses; (7) expression of religious impulses; (8) education; (9) extension of freedom; (10) integration of the individual; and (11) exploration. The scope of the work and the desirable sequence for each grade are indicated by centers of interest, which serve as guides for the teacher in planning units of work and in determining points of emphasis. For example, in dealing with the first function, the protection and conservation of life, fifth-grade children are concerned with the question of how inventions and discoveries alter our ways of protecting and conserving life, property, and natural resources. The teacher's part is to develop units of work incorporating activities and materials of interest to the children to the end that they gain an understanding of the significance of inventions and discoveries in their own lives, at school, at home, and in the community.

The Georgia program is defined in terms of "persistent problems of living." (1) Maintaining physical, mental, and emotional health; (2) earning a living; (3) performing the responsibilities of citizenship; (4) utilizing and controlling the natural environment for individual

and social needs; (5) receiving and transmitting ideas, and transporting persons and commodities; (6) expressing aesthetic and spiritual impulses; and (7) utilizing education as a means of acquiring and transmitting the social heritage, and as an agency for conserving and improving human and material resources. A scope chart indicates the aspects of each of the "persistent problems" that learners at different age levels most commonly meet. Age levels are designated as pre-school, early elementary, later elementary, lower secondary, upper secondary, and adult education. Relationship is maintained on the chart in both vertical and horizontal directions in order to promote integration. The purpose of the chart is to aid the teacher in organizing instruction and in selecting subject matter from any field that has bearing on the problems classified at a particular age level.

Other State programs of curriculum reconstruction to which reference has been made in earlier sections, namely, those of Kansas, Mississippi, and Arkansas, as well as the curriculum of Pasadena, Calif., use similar categories of human living as a basis for integrated programs. The Arkansas course of study conceives of the curriculum as composed of two parts: (1) The core, curriculum defined as "the minimum of necessary experiences in personal and social adjustments to fundamental life problems which all pupils should have under the guidance of the schools," and (2) broad fields of learning defined as "a body of organized subject matter or experience which is designed to meet the needs, or appeal to the special interests of a particular group of pupils, e. g., English literature. \* \* \* etc." It is the function of the former to provide opportunities for integrating the general controls of conduct—skills, habits, and knowledge, and to help pupils "to discover or realize their individual interests, aptitudes, and needs for further experiences in special subjects in the broad fields.". Although problems, activities, and materials are included for the teacher's use in organizing instruction into experience units for each grade, they are intended as suggestions only, the teacher being urged to select materials for instruction from any subject field which has a contribution to make to the total social experience.

An earlier program of integration is that of Houston, Tex., completed in 1934, and therefore included in the present survey. Like the programs just cited, it is unrestricted by subject limitations and is rightly designated an integrated curriculum. Unlike them, however, it is based upon four controlling themes rather than upon a series of social functions. These themes are: Interdependence, control of nature, adaptation, and cooperation. The scope of work for each grade indicates the general areas of experience related to an understanding of these themes which may appropriately be incorporated

into units of work determined, as the course indicates, by "the specific needs of the pupils, the inherent subject-matter values of the unit, and its relationship to social learnings designated for that grade level. The fact that a certain unit proved valuable with one group of pupils is no proof that it will be equally successful with, or equally valuable to, another group in the same classroom with the same teacher in charge. Social background due to home environment and other associations, and differences in rate of development are determining factors in selection of subject matter."

It is such flexibility that keeps the integrated curriculum from becoming fixed and conventional. Although themes and areas of living may be defined in advance, they impose no narrow limitations upon the teacher. They rather give direction and purpose to the activities and experiences which teacher and pupils are free to plan. Curriculum specialists agree that "whether these plans ultimately conform to unity of learning in the child will depend largely upon the teacher's understanding of children and her day-by-day sequence of learning activities."<sup>4</sup>

In recognition of the large responsibility placed upon teachers in guiding pupil experiences, many school systems include in their integrated courses extensive teaching guides for use in determining units and in selecting the materials, activities, and experiences appropriate for different grade levels. The suggestions are intended to promote continuous pupil progress, to reduce overlapping, and to insure unified rather than part learning. The Virginia State course of study and that of Pasadena, Calif., provide the most comprehensive suggestions. Some courses, particularly integrated units built around large centers of interest, guide the selection of subject fields by indicating the possible contributions which experiences in the various fields can make to learning situations.

*Unit organization.*—Of the courses analyzed, 53 percent are organized into units of work. The remaining 47 percent are composed of lists or outlines of subject matter assigned to particular grades. Subjects most frequently organized into units are social studies, science, health, and mathematics, of which 85, 72, 49, and 47 percent, respectively, employ centers of organization larger than individual lessons. Subjects manifesting the least tendency in this direction are foreign languages, reading, music, and handwriting, the percent of unit organization being, respectively, 12, 9, 3, and 0.

In the present survey, the classification of units is adapted from that of Caswell and Campbell.<sup>5</sup> Two major categories are differ-

<sup>4</sup> The Changing Curriculum. The Joint Yearbook of the Department of Supervision and Directors of Instruction of the National Education Association and the Society for Curriculum Study. New York, D. Appleton-Century Co., 1937. p. 111.

<sup>5</sup> Caswell, Hollis L. and Campbell, Doak S. Curriculum Development. New York, American Book Co., 1925. p. 408-20.

tiated on the basis of point of approach. The first, the subject-matter unit, is more or less independent of the learner. It may be a phase of the group culture or a segment of potential subject matter. The dominant purpose of the unit is "to develop understanding of a particular body of content—expressed either in terms of facts to be mastered or generalizations to be understood—or of a given phase of the group culture, or of an aspect of the environment." The second general category includes all units in which the point of approach is through the experience of the learner—complete social experiences, centers of child interest, and themes and principles. All three types of experiences may represent the integration of pupil activities around a basic area in which nothing is introduced unless it is intrinsic in the learning situation; and again, they may represent a nonunified series of activities related to particular subject fields.

Somewhat more than half of the courses developed on the unit basis, or approximately 29 percent of all courses analyzed, are organized into subject-matter units. They occur most frequently in the fields of mathematics, English, geography, and certain of the sciences. In many cases, they provide only a sequence of topics. For example, units in geography for fifth and sixth grades are designated in one course as follows:

Unit	Topic	Weeks
I.	North America	4
II.	The United States as a whole	3
III.	The North Central States, Our Home Region	9
IV.	The West	5
V.	The Southland	3
VI.	The Northeastern States	5
VII.	Canada	3
VIII.	Mexico	3

The following topical units appear in a course in literature for senior high school:

First Semester		
Unit	Topic	Weeks
I.	Short stories and narrative poetry	6
II.	Drama	6
III.	Magazines and newspapers	6

  

Second Semester		
Unit	Topic	Weeks
IV.	Novel	6
V.	Informal essay	6
VI.	Biography and other types of nonfiction prose	6

There is a lack of agreement among curriculum experts as to the worth of the topical-unit organization. Some defend it as a logical treatment of subject matter, while others attack it as representing little, if any advance over the traditional course outline. Probably, its worth depends upon the extent to which the units represent working objectives, provide real life activities suited to pupil needs and

interests, and result in understandings and attitudes. Few purely topical units in the courses analyzed meet these criteria.

Subject-matter units so organized as to develop understandings of particular laws, concepts, principles, and generalizations are designated by Caswell and Campbell as generalization units. Their content is selected on the basis of its usefulness in developing the underlying generalizations and, therefore, may not represent the logical sequence of topical units. They are found most frequently in courses in science and social studies. An example of generalization units in science is the syllabus of Glens Falls, N. Y., which bases its units in the kindergarten upon generalizations like the following: (1) Living things are different from things that are not alive; (2) living things adjust themselves to seasonal change; (3) all life comes from life and produces its own kind of living organism; (4) the sun makes possible all life on earth; (5) space is vast; (6) species are adapted in various ways to survive similar environmental conditions, etc. The course in social studies of Kansas City, Mo., exemplifies generalization units in that field. Units for grade 5B are based upon the following generalizations: (1) The United States in the heart of North America owes its prosperity chiefly to nature; (2) the upper valley of the Mississippi has developed into one of the great food-producing regions of the world; (3) our home State provides abundantly for its people; (4) our Western States are carved out of the wonderland of the continent; and (5) the land of cotton has become a land of varied industries. In these courses, as in others of this type, the controlling generalization of each unit is analyzed in terms of its essential meanings and related understandings. Upon these are focused the subject content, activities, and experiences appropriate for the unit.

The remainder of the courses organized on a unit basis contain units representing some aspect of human experience. Included in this group is about an equal number of non-integrated courses and of courses which are partially or fully integrated. Together they total 24 percent of all the courses analyzed. For the most part, their source of unity is a so-called center of child interest—in the primary grades: Home, toys, boats, Eskimos, pets, our city, the grocery store, and Japan; in the intermediate grades: The circus, colonial and pioneer life, Indians, desert life, ranch life, transportation, inventions, and our European neighbors; in the junior high school: Occupations and industries, clubs and recreation, adventure, and achievement; and in the senior high school: World affairs, problems of American citizenship, modern art and music, and healthful living.

An examination of these units raises the question as to how far they represent real life situations of immediate child interest, and how far they reflect well-motivated instruction of subject matter recognized by teachers as an important source of learning experience. Illustra-

tion of the first approach may be cited from Madison, Wis., where the natural interest which kindergarten children have in animals is used in developing a social studies unit. Questions raised by the children; for example, whether polar bears sleep all winter, whether deer like people, why we shouldn't feed the animals, and whether tigers have sharper claws than bears, are used as the basis of the unit which provides a wide variety of activities; going to the zoo, listening to the zoo director tell about animals, looking at animal picture books, telling stories and poems about animals, cutting paper animals, modeling animals from clay, drawing and painting animals, making books of cut-out animals, building a zoo from blocks, constructing dens and cages for animals, printing signs "Please do not feed the animals" and "No dogs allowed," dramatizing *The Three Bears* and *The Three Billy Goats Gruff*, and participating in related experiences in the fields of art, music, and rhythm. The outcomes of the unit include learnings and understandings in social sciences, natural sciences, and arithmetic concepts; social development in attitudes, appreciations, and behavior patterns; and improved habits and skills.

In contrast to the immediate child interest manifested in this unit is the teacher-motivated interest which Melvin emphasizes in his analysis of many self-styled child interest units:

It seems hard to believe that small children can have the judgment, the knowledge, or the fixity of purpose to enable them to choose such a unit as Indian life and carry it through in its various implications through a month or two. One suspects, in such cases, that the work carried on is the teacher's opinion of what the children want, rather than the children's choice. Any skillful teacher may persuade a group of children, in a 10-minute talk, to embark on any of half a dozen so-called units, from the study of Eskimos to the building of a tunnel in the school yard. Is the unifying principle here the children's need and purpose, or is it the teacher's concept of some extensive unit of work? \*

An analysis of a large number of courses of study gives ready support to Melvin's implication that many units designated as child-centered do not justify their claims. They are frequently based on an aspect of the social or natural environment or merely on a large section of subject matter, any one of which is recognized as an appropriate basis for organizing certain types of learning experience. The point to be emphasized is the misapprehension that exists among persons in making courses of study concerning the basis for determining appropriate units of work.

*Form of presentation.*—Table 10 shows that the most common practice in presenting the content of courses of study is by organized outline, and the least common, by informal account. Sixty-nine percent of the courses follow the former practice and less than 1 percent the latter.

\* Melvin, A. Gordon. *The Technique of Progressive Teaching*. New York, John Day Co., 1932, p. 103.

Although the presentation of content by organized paragraphs is used to some extent in practically all courses, it represents the predominant method in only 15 percent of the courses. The frequency of this form of presentation is highest in spelling, where it occurs in four of the nine courses. At the other extreme, no course in agriculture or home economics can be said to use organized paragraphs as the chief mode of presentation.

TABLE 10.—PERCENTAGE OF COURSES OF STUDY ACCORDING TO FORM OF PRESENTATION

Form of presentation	State	City	County	Total
	2	3	4	5
Organized outlines	65	69	69	69
Organized paragraphs	26	12	17	15
Parallel columns	8	12	2	9
Listed content	1	7	11	7
Informal account		1	1	1

Parallel columns appear most frequently in courses in home economics, art, and mathematics, with respective percents of 41, 30, and 22. In agriculture, handwriting, reading, and spelling, no course is organized by parallel columns. Among all courses analyzed, 9 percent follow this practice.

Lists of subject matter, used in 7 percent of the courses, are largely restricted to spelling, mathematics, foreign language, and business, in the order named.

Courses which are subdivided into units tend to appear in the form of organized outlines or parallel columns, each unit containing some or all of the following items: Underlying theme or concept, specific objectives, overview, outline of subject matter, suggested approaches, suggested activities and experiences, suggested materials, suggested teaching procedures, probable outcomes, and bibliography. Parallel columns are commonly restricted to four, which contain an outline of subject matter, pupil activities, teaching procedures, and materials of instruction. Other items appear in outlined form at the beginning of the unit.

Variations may also be noted in the method of organizing the details included under each item of the unit. For example, some courses provide only a skeleton outline of subject matter, others contain a body of information to be taught, while in a few cases the content of the unit is organized by problems, major understandings, and sub-ideas. Although pupil activities are generally classified into specific categories, the bases of classification vary widely, those used most frequently representing: (1) Child interest—creative, constructive, intellectual, and others; (2) study habits, including research, observation, comparison, and experimentation; (3) subject fields, such as

reading, art, and English; and (4) the outcomes of the activities—orientation, appreciation, information, and skills. In some courses, the activities are further classified on the basis of their importance in the learning situation as basic or optional, or according to their use in carrying out units of work, as approach activities, developmental activities, and culminating activities.

Suggested teaching procedures vary from mere lists of questions and topics to detailed application of the Morrisonian steps in systematic teaching—exploration, presentation, assimilation, organization, and recitation. Suggested materials are generally listed according to type—books, magazines, and phonographic records, and according to their use by teachers or pupils. In a few courses, pupil materials are further classified as basic, reference, and enrichment.

*Time allotments.*—As indicated in table 11, more than half of the courses contain no suggested time allotment beyond that implied by the duration of the course. The remainder either suggest the amount of time to be spent per week or per unit, or indicate the amount of content to be covered by weekly, monthly, or 6-week period.

The most common practice, manifested by only 18 percent of the courses, is to suggest a time allotment for each unit; the least common, found in 1 percent of the courses, to outline the amount of content to be covered each week. The former occurs most frequently in courses in mathematics, social studies, home economics, business, and English, while the latter is restricted entirely to three subject fields—mathematics, music, and spelling.

TABLE 11.—PERCENTAGE OF COURSES CONTAINING SUGGESTED TIME ALLOTMENTS

Suggested time allotments	State	City	County	Total
1	2	3	4	5
Time per unit.....	19	18	13	18
Time per week.....	20	15	11	16
Content per 6-week period.....	1	5	7	4
Content per month.....	2	3	2	3
Content per week.....		1	4	1
No time allotment.....	58	58	63	58

Two-thirds of the courses in spelling also indicate the amount of time to be devoted to that subject by the day or week. Other subjects for which weekly time allotments are designated include the following, in the order named: Physical education, home economics, industrial arts, art, health, and music. In certain of the more basic fields—mathematics, English, and social studies—the number of courses providing weekly time allotments is negligible.

Desirable as it would be for curriculum makers to know precisely the amount of subject matter or the number of learning experiences

that could be mastered in a given length of time, there seems no way of attaining such information except for specific cases. All the elements in the learning situation—pupils, teachers, organization, equipment, length of day and year—present variables which make exact prediction of achievement practically impossible. Many course-of-study makers recognize this difficulty and allow a margin of time of several weeks in unit courses for making necessary adaptations to particular situations. In the main, the most rigid prescriptions are found in courses containing outlines of content to be covered in a given period of time. Even here, however, there is a degree of flexibility in outlines designated as suggestive, or as representing minimum, average, or maximum amounts of subject matter.

Daily programs of work appear in 4 percent of the courses analyzed, chiefly in general courses for State and county use. Of city courses, those in physical education and English contain the largest percent of class schedules, designed to show how the various aspects of these subjects can be treated in the daily program.

#### MATERIALS OF INSTRUCTION SUGGESTED IN COURSES OF STUDY

*Reading materials.*—When facts are considered relative to types of reading materials suggested in courses of study (table 12) textbooks are found to rank highest in percentage of mention among all courses of study, and supplementary books second. The fact that the latter are listed in only 50 percent of the courses is probably less significant than the fact that they appear almost as frequently as basic materials. When magazines and free or inexpensive materials are also considered, the percentage of mention of all supplementary materials exceeds that of basic materials.

Subjects for which supplementary book lists are prepared most frequently include, in the order indicated: Social studies, English, reading, science, and foreign language. More than 50 percent of these courses contain lists of books for reference or recreational reading. Lists of magazines for pupils appear chiefly in courses in social studies, home economics, science, English, and art; while free or inexpensive materials are suggested most frequently in connection with health, 25 percent of the courses in this field mentioning such materials. Occasional mention is made in courses in social studies, home economics, science, and business.

Although the tendency to enrich learning experiences through extensive reading is clearly shown by the data just given, it is somewhat more general than the figures indicate, for the reason that some school systems intentionally omit reading references from their courses of study, listing them in special bulletins prepared for that purpose. Such bulletins are not included in this analysis, although they are listed in part III in the directory of recent curriculum materials.

TABLE 12.—PERCENTAGE OF COURSES LISTING DIFFERENT TYPES OF READING MATERIAL

Types of reading material	State	City	County	Total
1	2	3	4	5
Textbooks.....	60	63	65	63
Supplementary books.....	65	47	50	50
Professional literature for teachers.....	66	35	35	39
Background material for teachers.....	56	27	23	30
Magazines for pupils.....	23	13	8	13
Free or inexpensive materials.....	6	5	11	6

Illustrative of this practice is the extensive bibliographical work carried on in the Division of Curriculum of Los Angeles County, Calif. Through the cooperation of WPA research workers and bibliographers and teachers on the Los Angeles County curriculum committees, bibliographies in various subjects have been prepared for all grade levels. The following list indicates the nature and scope of these materials:

Primary level:

Aircraft.....	4
Bread and bakery.....	9
Dairy.....	7
Farm.....	32
Farm animals.....	32
Home.....	11
Pets.....	23
Toys.....	3
Market.....	6
Juvenile literature:	
K-1.....	5
2-4.....	10

Upper elementary level:

Airplanes (5-8).....	14
Ancient Egyptian life (6).....	7
Cereal grains (5-8).....	16
China (4-8).....	3
Copra (5-8).....	9
Greece (6).....	14
Juvenile literature (4-8).....	31
Mexico (3-8).....	51
Petroleum (5-8).....	10

Secondary level:

Art.....	9
Biology.....	4
Business.....	2
Health.....	4
Foreign contributions to world progress.....	36
Motion pictures and radio.....	2
Occupations, hobbies, and recreation.....	2

Other examples of reading lists provided in special bulletins include an annotated list of stories and poems classified by theme, of Manitowoc, Wis.; lists of poems, tales, and plays classified by topic, and a graded list of library books checked for placement by primary teachers of Colorado Springs, Colo.; a booklet of rhymes, poems, plays, and stories pertaining to health, of Michigan City, Ind.; an anthology of poems to enrich science and the social studies, of Allegany County, Md.; and a bulletin of books for home reading in connection with each English unit, of Louisville, Ky.

It is evident from table 12 that reading references for teachers are suggested less generally than for pupils, and that professional materials are included in a larger percentage of courses than informative or background materials. When the teacher's bibliography accompanies each unit, both types of references are commonly listed. On the other hand, a single bibliography at the end of a course tends to be restricted to professional books of a general nature.

Professional bibliographies are distributed more evenly among the various subject fields than is true of informative materials, half of which appear in courses in health, social studies, and science. In some cases, large blocks of content are provided as a background for the teachers. For example, the art courses of Allegany County, Md., contain a body of information about famous paintings and artists; the course in character education of De Kalb County, Mo., is composed largely of informational material on thrift, manners, and other personal qualities; and the course in nature study for the State of Arizona presents facts pertaining to typical plants, insects, birds, reptiles, and animals of the State. Similarly, courses in health, temperance, and safety generally provide scientific facts not readily available in school textbooks.

Some school systems follow the same practice in connection with teachers' bibliographies as with pupils' reading references; that is, they provide separate bulletins for that purpose. It seems important to call attention to these bulletins for the purpose of extending the facts obtained from courses of study and of indicating new trends in curriculum materials.

Again, illustration may be drawn from Los Angeles County, Calif., where the cooperative work of the Curriculum Division has produced a quantity of materials for teachers: (1) Professional bibliographies; (2) bibliographies on background materials—Alaska, the California Desert, dogs, guilds, the history of records, and other subjects; (3) illustrated monographs on the techniques of instruction, mainly in connection with arts and crafts; for example, making graphs, book-making, paper making, clay work, leather work, constructing puppets, pottery making, parchment making, and making block prints; and (4) monographs containing source material for the teacher's use in

planning units of work, the most extensive of which pertain to life studies of Ancient Egypt, Eskimos, Mexico, Japan, and to process studies of different industries—airplane, citrus, copra, cotton, jute, petroleum, rubber, textiles, and many others. All monographs pertaining to process studies have been checked by experts in the various fields.

Other outstanding examples of the practices designated as (3) and (4) in the preceding paragraph include the series of illustrated printed bulletins of source materials published by the State Department of California on conservation, safety, and various aspects of science—desert life, school and home gardening, and native birds, plants, and animals; a similar series on Mexico, South America, clocks and time-pieces, and other subjects issued by the Los Angeles city school system; and those of Chicago, Ill., dealing chiefly with industrial arts—book-making, hand-loom and basket weaving, constructing marionettes and puppet stages, and constructing dioramas and table problems. Less extensive publications include source material on the New Deal for a social-studies course in Fresno, Calif.; information on food, clothing, and recreation, prepared for a course in child care by the school system of Holland, Mich.; and materials pertaining to conservation and consumer education issued by the State Department of Wisconsin.

Materials of this type, whether included in the courses of study or published separately, represent an important innovation in curriculum practices. They indicate an extension and enrichment of the school program in the direction of guiding the pupil's adjustment to a rapidly changing society through a broader acquaintance with the world in which he lives; an understanding of conditions of life—social, political, and economic; and an ability to use leisure time constructively. The number of school systems providing these materials is relatively small, probably not because the basic need is peculiar to a few areas, but rather because these systems either have intensified the need to the point of action, through an extension of their curriculum, or have been able to provide the necessary facilities for engaging in such an enterprise.

*Other aids to instruction.*—As shown in table 13, 26 percent of the courses of study name appropriate visual aids—films, slides, blueprints, pictures, illuminated manuscripts, and others. By including maps, the total percent increases to 33, twice that of all other instructional aids of a commercial nature. Social studies rank first, 71 percent indicating some type of visual materials. Three subject fields next in rank: Art, science, and health, designate visual aids in 46, 34, and 31 percent of their courses, respectively.

As might be expected, workbooks and drill cards are suggested most frequently in connection with reading and mathematics, while phonograph records and radio are mentioned chiefly in music courses.

Slight mention of the latter is made also in the field of physical education, English, and social studies. Although city school systems list workbooks less frequently than do State and county systems, they suggest informal work exercises and drill materials in 36 courses of study as against 2 State and 3 county courses.

TABLE 13.—PERCENTAGE OF COURSES CONTAINING LISTS OF INSTRUCTIONAL AIDS OF A COMMERCIAL NATURE

Instructional aid 1	State 2	City 3	County 4	Total 5
Visual aids.....	22	28	17	26
Maps.....	10	6	5	7
Workbooks.....	9	5	10	6
Drill cards.....	3	5	4	5
Phonograph records.....	5	2	5	3
Radio.....		3	2	2

Low as the percentages in table 14 seem to be, they indicate a tendency on the part of all types of school systems to marshal a variety of community resources in the interest of the child's education. Educational institutions—libraries, museums, and art galleries, are mentioned most widely, and experiences of school patrons least widely. Illustrations of the latter include inviting firemen, postmen, the chief of police, professional people, persons in industry, returned travelers, members of civic organizations, and persons who pursue interesting hobbies, to tell pupils about their experiences. Community service, represented by health clinics, post offices, fire stations, and parks, and industrial plants of different kinds, appear with about equal frequency, generally as a composite list of points of educational interest for excursions. Although every subject field except handwriting makes some mention of community resources the largest percent of mention is in social studies.

TABLE 14.—PERCENTAGE OF COURSES INDICATING COMMUNITY RESOURCES AS AIDS TO INSTRUCTION

Community resource 1	State 2	City 3	County 4	Total 5
Educational institutions.....	8	14	13	13
Community services.....	7	11	10	10
Industrial plants.....	8	11	7	10
Experience of school patrons.....	3	6	5	6

The course of study for the Virginia elementary schools provides broad suggestions for the use of environmental data for instructional purposes, classified into the following categories: Types of homes,

public buildings, community services, public officials, historical materials, natural materials, industries, occupations, community organizations, recreational facilities, and community attitudes. In Rochester, N. Y., the extensive use of community resources is fundamental to the attainment of one of the four major objectives of the curriculum, namely, social relations. The course of study for the kindergarten-primary unit contains a large number of suggestions for using these resources in connection with the following centers of interest: Home and school interests, neighborhood interests, our city, a place near our city (the farm), and our need for food, clothing, and shelter.

#### ACTIVITIES IN COURSES OF STUDY

Approximately one-third (38 percent) of the 1,262 courses of study carry no direct suggestions for pupil activities, although in some cases the activities are implied in objectives, subject matter, study aids, exercises, and methods. The remaining 62 percent provide specific lists of activities in which children may engage in school. Probably the important point for consideration, however, is not so much a question of whether courses of study suggest pupil activities, as it is the kind and variety of activities suggested. The latter type of information sheds some light upon the basic philosophy of the school and indicates the degree of freedom allowed in the learning program.

*Nature of activities.*—As stated in an earlier section, there is little consistency among courses of study in the method used to classify activities. The basis of classification in this survey recognizes the nature of the process involved in the activity. An analysis made on this basis shows that activities which involve doing and experiencing by direct contact receive most frequent mention, 46 percent of the courses mentioning activities belonging in this category. They include: Going on excursions, giving a party, setting a hen, caring for a garden, and taking part in a parade. Second in frequency of mention are activities involving intellectual effort, which appear in 40 percent of the courses. Among these activities are the following: Preparing a floor talk, labeling articles, debating, interpreting maps and graphs, research, and reporting. Creative activities, mentioned in 34 percent of the courses, represent a wide range—making costumes, furniture, slides, soap models, clay figures, motion pictures, etc.; as well as writing a play, a poem, an autobiography, a radio program, a character sketch; creating a dance; drawing and painting a picture; dramatizing and illustrating a story. Activities classed as drill and memorization appear in only 22 percent of the courses.

Because the categories are not mutually exclusive, there is obviously some overlapping in this classification. For example, creative activities tend to involve intellectual effort, and vice versa; while doing and experiencing presumably require intellectual effort, and may involve

creative processes and memorization. In recognition of such overlapping, an attempt was made to identify the predominant process as experiential, intellectual, creative, or repetitive, and to classify the activities accordingly.

The highest percentage of courses suggesting activities involving first-hand experience are in the following fields, in the order named: Social studies, science, health, art, home economics, physical education, and industrial arts; and the lowest percentage in mathematics, foreign languages, and business. The failure of home economics, physical education, and industrial arts to rank first, as might be expected, should not be interpreted to mean that courses in these subjects specifically omit the type of activity most commonly associated with them. The fact of the matter is, that practically all courses in these three fields suggest activities involving doing and experiencing, if they suggest activities at all. But 49 percent of the courses in home economics, 54 percent in physical education, and 68 percent in industrial arts, contain no direct mention of pupil activities, centering attention primarily upon subject matter, references, and teaching procedures, perhaps because the activities involved seem fairly apparent. On the other hand, courses in social studies, science, and health seldom fail to list a broad range of activities related to particular units of work.

Because of the scope and variety of activities mentioned in connection with these fields, social studies again ranks first and science second in mention of both creative and intellectual activities. Subjects ranking, respectively, third and fourth in mention of the former are art and English; and of the latter, mathematics and English. Few courses in business, foreign language, and mathematics suggest creative activities, whereas courses in music and art give least consideration to those involving intellectual effort.

Activities involving drill and memorization are suggested most frequently in connection with reading, mathematics, and handwriting, and least frequently in courses in art, home economics, and science.

*Appropriateness of activities.*—The question as to whether the suggested activities are appropriate can be answered only in a general way, for the reason that appropriateness depends upon the aims and objectives of the learning situations in which the activities are utilized and upon the characteristics of the pupils engaged in them. To use the first criterion was impossible in view of the thousands of objectives and activities in the 1,262 courses, between which it would have been necessary to determine relationships. The second criterion has been used only insofar as it applies to the mental, physical, and social characteristics of children in general.

The evidence obtained from listing activities according to type seems to indicate that they are generally appropriate for the grade level for which they are suggested. Those involving doing and ex-

periencing, for example, appear most frequently in courses for the lower elementary grades and least frequently in high school. This is particularly true when "doing" emphasizes physical processes, as in child-centered programs.

An analytical reading of courses of study shows that in the field of social studies, some curriculum makers provide teachers with a master list of activities appropriate to the field in general from which they select those appropriate for specific situations. Wilson's list of things to do in the social studies classroom<sup>7</sup> appears in several courses.

In far too many cases, however, the activities listed appear to be remotely related either to the subject field as a whole or to the objectives of particular courses. Frequently they represent attempts to vitalize the school program by merely injecting into it a series of experimental and creative activities heretofore neglected, rather than by first modifying the aims and objectives as a basis for determining new activities. Because of this tendency there is need of safeguarding learning situations against the introduction of purposeless, isolated activities which may become ends in themselves.

#### METHODS AND PROCEDURES

The general nature of the methods and procedures found in courses of study and the percentage of courses containing suggestions for each type are shown in table 15.

*Methods pertaining to units of work.*—The most commonly suggested teaching helps relate to units of work, 42 percent of the courses providing suggestions pertaining either to the development or the teaching of a unit. In many cases, these suggestions are little more than incidental comments contained in the introductory statement of the course, or a series of teacher activities and procedures commonly listed parallel to pupil activities and the subject matter of the unit. In others, they include suggested means of approach to new units. The majority of courses organized into units provide this type of procedure, the degree of detail varying from a list of suggested sources of approaches—stories, excursions, challenging questions, and pictures, to a complete body of content organized for the teacher's immediate use. Other teaching aids include suggestions for the selection and use of materials—textbooks, recreational reading materials, community resources, and discard materials for use in activities involving construction and building. Not infrequently, as mentioned in an earlier connection, unit courses carry teaching suggestions following the Morrison technique,<sup>8</sup> sometimes by only a brief mention, and again by concrete illustration of the use of each step.

<sup>7</sup> Wilson, Howard E. *Things to Do in the Social Science Classroom: An Analysis of Methods*. The Historical Outlook, 20: 219-23, May 1929.

<sup>8</sup> Morrison, Henry C. *The Practice of Teaching in Secondary Schools*. Chicago, Ill., University of Chicago Press, 1931. pp. 81-108.

TABLE 15.—PERCENTAGE OF COURSES CONTAINING SUGGESTIVE METHODS AND PROCEDURES

Method.	State	City	County	Total
1	2	3	4	5
Units of work.....	40	43	41	42
Special methods.....	10	31	32	29
Type lessons.....	11	8	11	8
Corrective and remedial treatment.....	3	7	10	7
Correlation and integration.....	4	6	4	5
Diagnosis of pupil difficulties.....	3	5	7	5
Guidance of study.....	3	2	4	3

Suggestions stated in terms of guiding principles covering the development and teaching of units based on centers of child interest are found in both integrated and nonintegrated courses. They provide basic principles of method, yet permit free exercise of initiative on the part of the teacher. Representative of this practice as found in integrated courses are the Suggestions Related to Procedure, contained in Curriculum Bulletin No. 182, of Houston, Tex., which includes the following teaching guides: (1) A list of criteria to guide in the selection of centers of interest; (2) suggested points to consider in drawing up a plan of work, and determining the time to devote to the unit; (3) suggested means of approach; (4) principles to follow in developing the unit, including preparation of the room, organization of the group, pupil guidance, and special points of emphasis; (5) means of evaluating the unit; and (6) bibliographical references related to the development of units of work. Similar principles of method pertaining to the development of units in a single subject field are illustrated by "Science Guides for Elementary School," published by the California State Department.

The subjects for which methods pertaining to units of work are most frequently suggested obviously tend to coincide with those which are most frequently organized into units, namely, social studies, science, health, mathematics, and home economics. No suggestions of this kind are found in courses in spelling and handwriting.

*Special methods.*—The term "special methods" is here interpreted to include all the principles, processes, and devices involved in the teaching of different types of subject matter not incorporated into units of work in the courses surveyed. They are based upon special problems and requirements of the learning situation which cannot be met directly by general principles of teaching. They may apply to the total program of work in a given subject for all grades or for a single grade, or they may apply to daily lesson problems. For the most part, special methods suggested in recent courses of study cover the total subject field for one or all grades. Only occasional courses prescribe daily lesson procedures, although 8 percent provide type lessons. The general tendency, however, is in the direction of

freedom on the part of the teacher to apply principles of special method or broad teaching suggestions.

Of all courses analyzed, 29 percent may be said to provide suggestions of this type. They chiefly represent the following fields: Music, art, physical education, reading, spelling, and handwriting. An example of extensive treatment of principles of special methods is found in the course of study in music for the elementary grades of Pittsburgh, Pa., which includes 36 pages of suggestions devoted to the following topics:

- A. Maintaining a musical spirit.
- B. Processes in general vocal music.
  - 1. Development of good singing tone among children.
  - 2. Concerted and individual study.
  - 3. Concerted and individual ear training.
  - 4. Individual singing (by grades).
  - 5. Written work.
  - 6. Exercising musical memory.
  - 7. Developing quick tonal ideation from printed symbols.
- C. Special choruses.
- D. Music appreciation.
  - 1. Directing regular study toward appreciation.
  - 2. Formal appreciation.
- E. Music by radio broadcasts.
- F. Creative effort: Improvising and notating melodies.
- G. Instrumental music.
  - 1. General instrumental music.
  - 2. The toy orchestra.
  - 3. The schoolroom orchestra.
  - 4. Class instructions in piano.
  - 5. Class instructions in violin.
  - 6. Classes in instrumental technique.
  - 7. The school orchestra.
- H. Eurhythmics.

Illustrative of special methods as applied to a daily lesson is the following outline of daily method taken from the *Teacher's Plan Book* of Anne Arundel County, Md., and included in the course of study in spelling of that county:

- I. Teaching.
  - A. Test for pronunciation.
  - B. Use in sentences.
  - C. Eliminate known or easy words.
  - D. Study.
    - 1. Specific method.
      - (a) Group the words.
      - (b) Syllabicate.
      - (c) Emphasize difficulties.
      - (d) Apply etymology.
      - (e) Apply phonetics.
      - (f) Apply known spelling rules.
      - (g) Visualize.

## II. Test.

## III. Assignment.

## A. Seat work.

## B. Home work.

*Type lessons.*—Next in favor among suggested methods and procedures are type or illustrative lessons, which appear in 8 percent of the courses analyzed. They are provided more frequently in State and county courses than in city courses. In respect to subjects represented, type lessons tend to be concentrated in those which are commonly taught by the daily recitation plan, handwriting ranking first, followed by reading, physical education, music, and art, in the order named. More than 20 percent of the courses in each of these fields include type lessons as against 5 percent of the courses in subjects generally organized into units of work—social studies, science, and health.

*Diagnostic and remedial procedures.*—Although only 88 courses, representing 7 percent of all courses analyzed, contain suggestions for corrective and remedial instruction, the number suggesting means of diagnosing the causes of pupil difficulties is even smaller. Sixty-three courses (5 percent) contain the latter type of suggestion. Except in a few isolated cases, little systematic provision is made for either procedure. The most specific suggestions are provided in connection with the tool subjects—spelling, handwriting, reading, arithmetic, and English. These subjects also have the largest percentage of courses containing helps for diagnostic and remedial work.

The most commonly suggested approach to diagnosis is through a consideration of the major causes of learning difficulties with which the teacher should be familiar in order to diagnose observed cases of deficiency and to prevent others from developing. Flint, Mich., recognizes the following sources of difficulty in spelling: Physical, psychological, pedagogical, and social; and indicates the kinds of errors that may arise from deviations in each. Other school systems, for example, Minneapolis, Minn., and Anne Arundel County, Md., classify all difficulties in spelling and reading, respectively, as arising from defects in the child's personal equipment, including physical and mental handicaps, language deficiencies, and others; or from wrong-teaching procedures, such as overemphasis on a single aspect of the subject, inappropriate attitude, and poor adjustment of materials. Deficiencies in handwriting are described and classified by Austin, Tex., according to errors in position, movement, and letter formation, for each of which remedial procedures are suggested.

Few school systems propose as detailed procedures for remedial work as for diagnosis, although a few provide special courses of study for low groups. Illustrations of such courses are described in a later section dealing with provisions for adapting courses to individual differences. Some systems, for example those of Pasadena, Calif.,

Minneapolis, Minn., Passaic, N. J., and Las Cruces, N. Mex., refer users of the course of study to certain professional books which contain detailed helps for correcting various types of deficiencies. Minneapolis supplements the course of study in spelling by mimeographed materials containing suggestions adapted from these sources, two copies being sent to each elementary building for reference purposes.

*Correlation and integration.*—In addition to the courses classified earlier as fully integrated or as partially integrated through units of work, 63 courses (approximately 5 percent) contain some suggestion for correlating the work of the various fields, chiefly English, music, social studies, and art.

These suggestions are generally stated informally at the beginning of the course and are far from prescriptive in nature. Rather, they tend to urge teachers to look for normal situations where correlations can be provided for the purpose of enriching and motivating the work in each field. In some cases, particularly in music, possible points of correlation are indicated to guide the work of the teacher. For example, the course in music of El Paso, Tex., presents lists of folk music for use in social studies to show how people work and amuse themselves, why they are happy or sad, what their surroundings are, and how they live. Indianapolis, Ind., makes similar provision in the music course for junior high school; while Tulsa, Okla., shows ways of correlating lists of songs with reading and science, as well as social studies. The music course of Berkeley, Calif., on the other hand, indicates the contributions which the other subject fields can make to music, and suggests the kinds of activities that may be planned by the teacher.

Suggestions for correlating English with other subjects are less specific, the assumption being, in some cases, that because grammar, reading, correct usage, and other aspects of English are intimately related to all other fields, it is only necessary to remind teachers of the opportunities for correlation. To use such opportunities effectively, however, probably requires more guidance than is commonly provided except in integrated courses.

*Guidance of study.*—Three percent of the courses analyzed contain suggested methods and procedures for guiding study. More than half of these courses are in social studies, the remainder being in the fields of mathematics, home economics, foreign language, English, science, and spelling. The suggestions are usually in the form of instruction which the teacher should provide in order to improve pupils' study habits. For example, the course in social studies of Aberdeen, S. Dak., lists the following kinds of instruction pertaining to study: (1) Improvement in reading for content; (2) proper organization of written reports; (3) instruction in preparing reference materials; (4) definite form in keeping assignments, and others.

One State course, that of Nebraska, outlines a brief 5-point study program for students, as follows: (1) Understand assignment; (2) have materials ready for work; (3) begin at once; (4) read quickly, then carefully, and select the principal thought; and (5) ask yourself questions on the lesson and try to put the facts you have learned into practice.

The number of courses providing principles in guiding study is practically negligible. It is evident that teachers receive little help other than the kinds just indicated or those provided through problems and activities suggested for pupils.

#### FLEXIBILITY OF COURSES OF STUDY

Only a small percentage of recent courses of study contain suggestions for adapting them to the needs of particular groups or individuals (table 16). Suggested adjustments to rural communities are contained almost exclusively in general courses and in courses in home economics and music. Subjects most frequently concerned with adjustments to class or individual needs include reading, mathematics, spelling, English, and social studies, in the order named.

Varying the content is the most frequently mentioned means of adapting courses of study (table 17). Varying methods and procedures rank second, and varying time requirements, third. The greatest tendency toward adaption by all three methods is noted in the field of reading.

Practices vary with respect to the ability group for which the basic course is provided. Some school systems outline the content of a course to fit the normal group, delegating to teachers the task of adding, in the case of spelling, more words for the bright child, or assigning fewer words for the slow child. Others provide a maximum course through an extensive list of activities, of which those suggested for the strongest and the weakest pupils are italicized, starred, or otherwise identified. In other instances, the minimum essentials are defined for the lowest group, and lists of enrichment activities appended for average and above-average groups.

TABLE 16.—PERCENTAGE OF COURSES CONTAINING SUGGESTIONS FOR ADAPTATION TO PARTICULAR NEEDS

Needs	State	City	County	Total
	2	3	4	5
Community or school.....	2	1	4	1
Class or group.....	1	7	6	6
Individual pupil.....	4	5	5	6

TABLE 17.—PERCENTAGE OF COURSES CONTAINING SUGGESTED MEANS OF ADAPTATION

Means	State	City	County	Total
1	2	3	4	5
Varying content.....	6	10	10	9
Varying procedures.....	1	2	2	2
Varying time requirements.....	1	1		1

The following courses exemplify adjustment to different levels of ability by adapting objectives, activities, or some other aspect of the content: (1) *English*—Crawford County, Ohio, grades 4-6; Flint, Mich., grades 7-9; and Hightstown, N. J., and Beaumont, Tex., grades 9-12; (2) *reading*—Evansville, Ind., grade 1; Mishawaka, Ind., and San Jose, Calif., grades 1-6; and Anne Arundel County, Md., grades 5-7; and (3) *social studies*—Oakland, Calif., grades 3-6; and Toledo, Ohio, grade 11. Colorado Springs provides separate courses in English for B and C groups, in grades 7-9; and Flint, Mich., offers a separate course in English for remedial classes in senior high school.

Courses of study of Albany, N. Y., provide adjustment by differentiation of both the content of the course and the teaching procedures. The New York State syllabus prepared for the normal or average group serves as a starting point, above and below which subject matter is modified to meet the needs of higher and lower ability groups. Classroom method for the average or B-level group also follows the work of the State syllabus, but is modified for other groups in respect to regularity of program, lesson assignment, lesson preparation, and recitation proper.

In view of the current tendency to differentiate instruction in the classroom, it seems fair to conclude that the small provision made for differentiation in courses of study is not representative of actual practice. Presumably, any course of study may prove flexible in the hands of a skillful teacher who makes adjustments to fit different needs and abilities.

#### MEASUREMENT

*Standards of attainment.*—Although only 28 percent of all courses contain definite statements of standards of attainment, a much larger percentage imply such standards in specific objectives or pupil goals. In only four subject fields—reading, handwriting, English, and business, are goals of attainment defined in terms of standard norms. The general tendency is to list "expected outcomes" or "probable attainments" in terms of the particular understandings, skills, facts, habits, and attitudes which the course aims to develop.

*Evaluation of pupil progress.*—Data pertaining to procedures used in evaluating pupil progress are summarized in table 18. It seems significant to note that only 11 percent of all courses consider testing a part of each unit, although 53 percent of the courses are organized into units. Where testing is mentioned as an element of unit instruction, sample tests are usually provided. In some cases, a test accompanies each unit, but more frequently, sample tests for one or all units are compiled at the end of the course of study.

Only 2 percent of the courses contain directions for making tests, as against 11 percent providing sample tests. In few cases are the directions sufficiently concrete and comprehensive to serve as guiding principles. The limited treatment of this subject may mean that course-of-study makers assume that teachers are adequately prepared to construct tests, or that supervisors and administrators are assuming the responsibility of providing guidance as needed. The Colorado State course of study for elementary schools contains a more extensive treatment of test making than is generally found. The topics considered are: (1) Essentials of a good informal test; (2) types of informal tests, containing brief descriptions and examples of seven common types; (3) suggested procedures in making informal tests; and (4) giving informal tests.

TABLE 18.—PERCENTAGE OF COURSES CONTAINING SUGGESTED PROCEDURES IN TESTING

Procedure	State	City	County	Total
1	2	3	4	5
Testing considered a part of each unit.....	11	11	15	11
Sample tests supplied.....	6	11	12	11
Standard tests suggested.....	10	4	7	6
Directions given for making informal tests.....	1	2	2	2

State and county courses contain suggestive lists of standard tests more frequently than do city courses, perhaps because the choice and administration of standard tests in city school systems tends to be an administrative rather than an instructional problem. Some courses, for example, the English course of Wood County, Ohio, and the Indiana State course of study, provide detailed information about each suggested test—author, publisher, grade range, purpose, and other items important in selection; whereas a smaller number merely list tests by name and subject.

*Records of pupil progress.*—How to record and use the results of testing programs are matters seldom considered in courses of study, probably because they pertain primarily to administration. Only nine courses indicate that records of pupil progress are made on periodic reports, and only one course mentions the use of cumulative

records. A total of 11 courses state that test results are used for the purpose of pupil placement and promotion, and 4 courses report their function in connection with guidance programs. The last use refers to prognostic tests given to determine the aptitude of pupils for foreign languages and mathematics.

#### TENDENCIES WITHIN SUBJECTS.

*Agriculture.*—All courses of study in agriculture are State publications, designed to acquaint pupils with agricultural possibilities and conditions in the State and in the immediate community. The subject is approached from a vocational point of view with the hope that through learning the facts and principles about agriculture, elementary pupils will desire to develop and improve agricultural conditions, and adult students will find solution for some of their farm problems.

*Art.*—Drawing as a formal, isolated subject is fast disappearing from the curriculum. In its stead in the elementary grades there is provided opportunity for creative expression in many mediums—clay, paper, wood, crayons, cloth, paints—the emphasis being upon the expression of ideas rather than upon perfection of the forms used. Creative activities of this kind have been mentioned earlier in connection with large units of work which tend to stimulate creative expression.

There is a marked tendency in recent courses, particularly at the junior high school level, to relate art to the home, the school, the community, industry, and all aspects of everyday living. They propose to make the child a better consumer rather than a better producer of art. The Delaware State course of study, for example, aims to develop the child's ability to enjoy and appreciate beauty as it occurs in nature and in man-made objects, and to develop his judgment and taste through an understanding of what constitutes beauty in daily living. Similar purposes are reflected by the courses of Minneapolis, Minn.; St. Louis, Mo.; El Paso, Tex.; Joliet, Ill.; Indianapolis, Ind.; and other cities. Whatever experiences are provided—in portrait study, in design, in decoration and textiles, in creative art—are included for the contribution they can make to the development of an understanding and appreciation of the uses and values of beauty.

The utilitarian aspect of art tends to be considered separately in industrial arts, although some schools introduce weaving, block printing, and similar experiences into the general art course as a means of developing appreciation of color and design in everyday things.

*Business and commercial.*—Most courses in business and commercial education are intended to prepare students for employment upon completion of a period of training. Others are nonvocational in

nature, designed to provide training in managing personal business problems from the point of view of the consumer. Both types of courses tend to be organized functionally. The course of study in vocational business education of Berkeley, Calif., illustrates an organization based upon an analysis of reports of placement bureaus and surveys of business occupations in order to determine what kind of training is needed; what part of the training can be given in the schools; to whom the training should be given; and the desirable attitudes, habits, and personality traits required. Among non-vocational courses, the course in consumer education of Louisville, Ky., contains objectives which are based, in part, upon reports of the Federal Trade Commission, which reveal the buying and selling errors of adults; and in part, upon an analysis of the economic problems about which secondary school students manifest only an elementary knowledge.

Despite the tendency to organize commercial courses functionally, there is little evidence that they are developed in actual, commercial situations. In the main, they are limited to classroom experiences, although occasional provision is made for the assignment of students to an office of the school or of the board of education. Courses in bookkeeping and typewriting are generally brief outlines of subject matter, or lists of practice exercises to be covered in given periods of time.

*English.*—The tendency toward functional courses in English is shown by the emphasis placed upon oral and written expression in situations requiring the effective use of language. Minneapolis, Minn., for example, bases instruction in English composition in elementary and junior high schools upon the following expressional activities which investigation has shown to be of major importance in everyday life: (1) Conversation (including telephoning); (2) discussion; (3) explanation, description, directions; (4) storytelling and dramatization; (5) short talks and reports (including announcements); (6) meetings; (7) note taking; and (8) letter writing. This practice of utilizing life situations in and out of school as a basis for instruction in English is further exemplified in the course in oral and written expression for grades 3-6 of Berkeley, Calif.; the courses in language arts for the elementary grades and high school of Fort Worth, Tex.; the junior high school course in oral and written composition of Cincinnati, Ohio; the English course for the primary grades of Mishawaka, Ind.; and that for the intermediate grades and junior high school of Elmhurst, Ill. The course in oral English of Los Angeles County, Calif., places major emphasis upon oral composition and oral interpretation, the topics for which are drawn from every field of human interest.

\* Johnson, Roy Ivan. *What is Meant by Functional Centers?* English Journal, 21: 275-80, April 1932.

Courses in literature show a tendency to utilize the natural interests which junior and senior high school pupils have in heroes, mystery, adventure, sports, nature, and other themes. Illustrative of this practice are the following courses: A literature course for grades 7-12 of Allegany County, Md.; an enrichment course for C groups in the junior high schools of Colorado Springs, Colo.; and two courses of Los Angeles County, Calif.; one, in American literature called *Reading for Fun* for high schools; and the other for grade 12, organized to show that literature is an interpretation of life. The course in literature for the high schools of Fresno, Calif., has recently been modified to give a better balance between classics and the newer books. Certain of the former have been eliminated to make place for imaginative literature, biography, travel, reminiscence, essay, and topical accounts of lighter vein. For C groups, the course is based on individual interests, even at the expense of what teachers consider choice material.

The practice of expanding courses in literature to include appreciation of photoplays and radio broadcasts is exemplified in the courses for grades 7-9 of Santa Cruz, Calif.; the nonregents' course for grades 7-12 of Rochester, N. Y.; the syllabus for grades 7-12 of Albany, N. Y.; the junior high school English course of Colorado Springs, Colo.; the Kansas State course of study English for grades 10-12; and the suggestions assembled by the State Department of Pennsylvania for developing courses in literature for secondary schools. Los Angeles County, Calif., introduces another innovation into the literature program through the study of the magazine, a course intended to develop sound bases for utilizing the good and discriminating against the bad in magazine reading materials.

Courses in journalism represent the vocational aspect of English more than do other courses in the field. Among them may be noted a course for senior high schools of Albany, Calif., and a series of increasingly specialized courses of Houston, Tex. The latter city also provides a broadening and finding course for seventh grade designed to discover pupils' interest in journalism, and their aptitudes for journalistic writing. Albany, N. Y., offers a course in journalism of special interest to students preparing for college, as well as for those planning to continue their training in the newspaper field.

*Foreign languages.*—Courses of study in foreign languages generally comprise topical outlines or units of content to be taught in definite periods of time. Included in the outlines are statements of aims and objectives, vocabulary lists, reading lists, study notes, and general teaching suggestions. Of these, aims and objectives alone maintain a functional aspect. Ability to read a foreign language, to understand the language, to recognize it as a living thing, to understand the various cultures and their influences on the development of civiliza-

tion, and to appreciate literature as a means of interpreting life, are more common objectives than to develop accuracy in pronunciation or to acquire the fundamentals of grammar and syntax. Yet methods and procedures appear to be largely formal, emphasizing grammatical proficiency rather than the attainment of a useful, usable language.

In a few courses, for example, the Florida State course of study, social situations are introduced through units on foods, and monetary systems, and through correspondence carried on with students in foreign countries. The Florida program is further vitalized by correlation with other departments. Home economics provides occasion for becoming familiar with French foods, costumes, and styles; art classes include the appreciation of French painting and sculpturing; while French literature and history are made a part of English and social studies.

In organizing 18 courses in foreign languages for Albany, N. Y., the bureau of curriculum and guidance of that city has analyzed the occupations in which linguistic ability wins recognition. The data show that in 7 occupations a knowledge of foreign languages is a primary requirement; in 24, foreign languages are sometimes a secondary requirement or a distinct advantage; and in 50, they are an asset in achieving success. The courses aim to provide the type of training which students choosing particular languages will need in their future careers.

*Handwriting.*—Most of the courses in handwriting contain brief statements of objectives, lists of exercises or page assignments, and suggestions for diagnostic and remedial work. The question of left-handedness is considered in a few courses, among which are those of Preston, Idaho; Philadelphia, Pa.; and Austin, Tex. With the exception of Long Beach, Calif., and Austin, Tex., the school systems represented by the courses analyzed, apparently favor cursive writing.

The tendency toward functional practices is indicated by the suggestions for correlating handwriting with other school activities, found in occasional courses. The Colorado State course of study, for example, contains suggestions for selecting practice exercises from the content fields, and for identifying cases in need of special teaching from the writing done in all subjects.

The small output of separate courses in handwriting in recent years and the provision made for writing activities in large units of work seem to indicate a tendency toward the teaching of handwriting in situations where the activity will function for a real purpose.

*Health and physical education.*—The common practice among school systems in general is to provide guidance in health and physical education through separate courses of study, State departments showing the greatest tendency toward single courses.

Examination of courses in health shows that most school systems organize the work into units pertaining to the following topics: Cleanliness; food and nutrition; sleep and rest; dental hygiene; posture and exercise; prevention of communicable disease; ventilation, fresh air and sunshine; clothing; mental hygiene; first aid and safety; and the use of alcohol and narcotics. The most frequently-mentioned devices used in forming health habits are the following: The morning health review and check-up, weighing and measuring, inspection tours of building and grounds, dramatization, excursions, demonstration, special campaigns and drives, and conferences.

Few courses indicate whether the units and activities are based either upon the health needs of the children or upon the personal health problems of the community. Yet both are considered essential factors in a plan for school health instruction.<sup>10</sup> Evansville, Ind., specifies three valuable methods of identifying health needs: Observation of the physical defects of pupils; an inquiry concerning pupils' health habits, their knowledge of health principles, and attitudes toward personal and community health; and a survey of community problems of health and sanitation. The elementary manual on health education of South Carolina contains the following suggestions for determining points of emphasis for the local health programs: A simple questionnaire pertaining to pupils' health habits; consultation with public health nurse and social agencies; conferences with parents; a study of school medical inspection records; the daily health inspection; and a local school health survey by an outside agency. Other courses of study merely suggest the desirability of employing the local situations for health material and for deriving real problems.

Although the importance of creating situations wherein pupils may engage in healthful acts is frequently recognized, health knowledge receives far more emphasis than health behavior in the courses analyzed, perhaps because health behavior is apt to be artificial when carried on in created situations. Securing cooperation from the home is generally mentioned as the most effective means of making health instruction functional.

The tendency to correlate health education with other subjects has been mentioned earlier. In many cases, the correlation seems forced and unnatural, involving activities and experiences which are of doubtful value in building up right attitudes and habits of healthful living.

Programs in physical education are based upon games, sports, dances, and other large-muscle activities, intended to promote normal growth, to train in the power to resist fatigue, and to provide opportunity for the functioning of desirable social traits. Most courses provide a classified and descriptive list of activities from which selec-

<sup>10</sup> White House Conference on Child Health and Protection. Report of the Committee on the School Child. The School Health Program. New York, D. Appleton-Century Co., 1932, p. 143.

tion should be made to meet the needs, capacities, and interests of individual pupils. Among recent courses one of the most detailed is the activity program in health education for the intermediate schools of Detroit, Mich., which integrates health protection, healthful school living, and the physical activity program into a single course in effective living.

*Home economics.*—Only 1 of the 39 courses in home economics begins earlier than the seventh grade. That course, of Berkeley, Calif., covers the period from the fifth to the twelfth grades, inclusive. For grades 5 and 6, the primary purpose of the course is to use the natural interest which children have in home activities and to begin the establishment of desirable attitudes toward home making. In the course designated *Junior Home Problems for Grade 7*, there are introduced the aims which persist throughout the later grades, namely, to develop appreciation for the importance of home and family life, to create interests in the care of young children, and to develop a feeling of responsibility toward other members of the family.

The tendency to recognize these objectives as fundamental to a program in home economics is marked among recent courses for junior and senior high schools. It is exemplified in the State programs of Kansas, Florida, Mississippi, and Ohio; and in the city courses of Albany, Calif.; Hartford, Conn.; Rock Island, Ill.; Louisville, Ky.; El Paso, Tex.; and in other State and city publications.

Inherent in home and family relationships are problems of food, clothing, care of the sick, care of young children, buying, hospitality, budgeting, health, and other aspects of everyday living. Around these problems and others pertaining to personality development and personal regimen are organized units of work which function in the immediate lives of the pupils, in some cases through supervised home projects. In order that the school training shall approximate the living conditions of the home, Florida has adjusted its course of study to three income levels—low, medium, and higher.

Courses for boys, provided by the Kansas State department; Providence, R. I.; Berkeley, Calif.; Rockford, Ill.; and other school systems, include units in camp cooking, carving and serving, etiquette, selection of clothing, and the home. The purpose of these courses is to make the high-school boy a more worthy member of home and society.

*Industrial arts.*—A distribution of industrial-arts courses by grade shows few that are prepared for the elementary grades. This can be explained by the fact that below the junior high school the hand-crafts—working with paper, wood, clay, fabrics, paints, and similar materials—tend to appear as creative, constructive, or practical arts activities in large units of work, particularly in social studies. Here they serve to show the progress man has made in converting raw materials into useful articles. A fifth-grade unit on cotton in Long

Beach, Calif., for example, provides opportunity for pupils to grow cotton and flax, do spool weaving and knitting, ravel and test the fibers from materials, make and use dyes from vegetables, test fabrics for fastness of color, and many other activities. Similarly, a unit on shepherd life in Arabia of Mishawaka, Ind., provides such experiences for second-grade children as: Making and painting clay bowls, constructing an Arabian tent, weaving floor mats, making a water bottle from kid leather, and dressing dolls in Arabian costumes.

The only separate courses in industrial arts for the elementary grades are those of Chicago, Ill. Their purpose is not to present an isolated subject, but rather, to show how craft techniques may be used to enrich English, social studies, science, and other school subjects.

Most of the courses in industrial arts for the junior high school are exploratory or prevocational, designed to give the student experience in wood work, metal work, electricity, and machine-shop practice; and to aid him in discovering lines of work appropriate to his interests and abilities. The chief object of a smaller number of courses at junior and senior high school levels, is to provide a general education along industrial lines for nonvocational reasons, to increase the pupil's knowledge of the various fields of industry, and to give him an appreciation of the materials and methods used in industry. Illustrations of vocational or prevocational purposes are the courses of Scottsbluff, Ark.; Baltimore, Md.; and El Paso, Tex. A more general purpose is manifested in the courses of Albany, Calif.; Hartford, Conn.; Albany, N. Y.; and Milwaukee, Wis.

There is a tendency among city school systems to offer units or courses in home mechanics, in order to train pupils to handle easily simple jobs of repairing, painting, and constructing, which arise in the average home. Rockford, Ill.; Norfolk, Nebr.; and El Paso, Tex., exemplify this tendency. That these courses are functional in character is apparent from the experiences and jobs inherent in them.

*Mathematics.*—The importance of a meaningful approach to arithmetic is now generally conceded. As a result, courses of study for the primary grades aim to develop number concepts through experience, in order that the child may be made aware of quantitative situations in everyday life, and of the use and meaning of number. Primary Curriculum Bulletin, No. 1, of East Chicago, Ind., suggests means of developing number concepts by incidental experience and by specific teaching, the use of number situations arising in school and home experience, the handling of concrete materials, and the reading of number stories. Arithmetic courses for the primary grades of San Mateo County, Calif., and Indianapolis, Ind., contain plans for developing number concepts as an integral part of the whole curriculum, the former course providing 36 type lessons as teaching guides.

The course in primary arithmetic of Minneapolis, Minn., contains an extensive list of opportunities for the use of number in connection with units in reading, science, and social studies. Experiences in counting, measuring, reading the calendar, using the telephone, going on excursions, finding the cost of purchases, and telling time are among the suggested activities involving number.

The functional aspect of arithmetic continues to be manifested in a greater or less degree by courses of study for the intermediate grades. An outstanding illustration is the course for grades 4, 5, and 6 of Fort Worth, Tex., which bases instruction upon situations involving quantitative thinking arising in social studies and science. The classroom experiences approximate, as nearly as possible, life situations demanding quantitative thinking, and are projected in most cases into life outside of school. For example, in connection with a unit on foods in social studies, sixth-grade children engage in quantitative thinking in discussing family budgets, comparing food costs, estimating the caloric value of certain foods, making a graph to show the comparative amounts of basic foods produced in different countries, studying scales and automatic devices for weighing, estimating the cost of home canning and preserving, discussing the advantages and disadvantages of buying and selling on credit, examining the reports of government agencies concerning the aid given to food-producing groups, planning school gardens, and in many other activities.

The intermediate section of the course of study of Minneapolis, Minn., emphasizes the social aspects of arithmetic and suggests problems of social value for each grade derived from social studies and from the common experiences of children in and out of school. Illustrative units having social value are also provided for each grade to show how the work of the course can be vitalized through the application of arithmetic to life situations.

Beyond the intermediate grades, there is a notable decline in the functional character of mathematics courses, for the reason that the relationship between higher areas of mathematics and the social aspects of life is less readily defined. Some school systems organize general courses for junior high school, drawing upon arithmetic, algebra, geometry, and trigonometry, for materials that will show the function of mathematics in industry, science, and engineering, as well as in social living. Mainly in arithmetic, however, are the applications to social living concrete, convincing, and universal. In algebra, geometry, and trigonometry they are frequently left to the ingenuity of the teacher who is more often urged to stress functionality than guided in doing so. Among recent courses in general mathematics, the following convey evidences of functional organization: A 1-year course for slow-moving pupils in ninth grade, prepared by the State education department of New York; a course in Meaningful

Quantitative Thinking for grades 7 and 8 of Fort Worth, Tex.; and a general course for grade 9 of El Paso, Tex.

High-school courses in mathematics other than general have few, if any, social implications. They commonly provide outlines of subject matter organized into topical units to be taught in a specified period of time.

*Music.*—Outlines of subject matter and suggested methods and procedures occupy a prominent place in music courses for the elementary grades. The former usually include lists of rote and memory songs, rhythms, exercises for ear training and sight singing, study songs, and music for appreciation. Primary courses frequently provide the music score and text of songs appropriate for kindergarten and first grade.

Methods of teaching are somewhat more varied, although they commonly include some form of type lesson as a guide in teaching rote songs, directing listening lessons, or developing music appreciation. County courses tend to provide daily lesson plans, a body of information about writers and composers, aids in interpreting compositions for appreciation, and suggestions for adapting the course to rural schools. The use of music to enrich the work of other school subjects is suggested most frequently in city courses and least frequently in county courses. The nature of these suggestions has been indicated under "Correlation and Integration" on page 45.

Although there is some evidence of enrichment in elementary music courses through radio listening, appreciation lessons, toy orchestras, and the organization of songs around particular themes, relatively few courses make definite provision for individual needs and interests. Secondary courses, on the other hand, commonly offer such differentiated activities as choral singing, music clubs, orchestra, band, piano, glee clubs, and harmonica clubs, and, in some cases, applied music. A recent course of study for the high school of Long Beach, Calif., affords an excellent example of an enriched flexible program which aims to make music effective and vital for individual pupils.

*Reading.*—An examination of courses of study in reading shows several new developments and trends as they are defined in a recent report on the teaching of reading.<sup>11</sup> That many schools provide wide reading experience is apparent from the lists of books which are commonly provided in recent courses, or, as in the case of Louisville, Ky., in accompanying bulletins. The tendency to organize reading into large areas of interest is restricted to a few courses exemplified by the following: The course for grade 6 of Janesville, Wis., which organizes units pertaining to adventure, carrying the mail, reading

<sup>11</sup> The Teaching of Reading: A Second Report. The Thirty-Sixth Yearbook of the National Society for the Study of Education Bloomington, Ill., Public School Publishing Co., 1937. pp. 6-8.

for fun, our animal friends, and deep-sea stories; the elementary course of Columbia, Mo., which organizes readings around core units in the basic reader; and the courses of Evansville, Ind., in which readings are correlated with science and social studies. There is generally less provision made for correlation than might be expected, perhaps because related reading activities are usually listed in connection with units of work in other fields.

The importance of building up a background of experiences before introducing first-grade children to reading is shown in the course of study for non-English-speaking children of Las Cruces, N. Mex., and the programs for reading readiness offered by East Chicago, Ind., and Newtonville, Mass. The bulletin on reading readiness of East Chicago contains plans for extending experience through literature, language expression, art and construction, music and rhythms, excursions, social activities, and incidental reading. Recognition of the importance of reading readiness as a factor in learning beyond the primary grades is shown in the high-school course of Los Angeles County, Calif., which contains suggestions for increasing reading power in preparation for new demands that are put upon the reader at successive school levels.

Approximately half of the courses make some provision for individual needs of pupils by suggesting techniques for classifying pupils or for diagnosing and correcting reading deficiencies.

**Science.**—As other surveys have shown, there is a marked tendency among recent courses in science to base units of instruction upon selected generalized truths or concepts, which through a gradual building-up process presumably result in the ability and the desire on the part of the child to think scientifically. For example, in the science course of Aberdeen, S. Dak., the following concepts are developed for selected units in grades 1-4, respectively: (1) Plants and seeds, like man, must adjust themselves to the changes of the seasons; (2) air is essential to life; (3) animals have many methods of protecting themselves; and (4) the earth is made up of solid, liquid, and gaseous parts. Other illustrations are to be found in courses for elementary grades of Fort Worth, Tex., Glens Falls, N. Y., Elmhurst, Ill., Shorewood, Wis., and Houston, Tex., as well as the course issued by the State department of Iowa. The natural science course of study of Muncie, Ind., follows a similar plan of organization for grades 7-8, starting with a broad, general principle applicable to other curricular subjects and to learning in adult life, limiting the principle to a series of concepts, and the concepts, in turn, to challenging problems of interest to the pupil. These problems are the teaching units of the course.

Nature-study projects and units on birds, insects, rocks, flowers, butterflies, plant life, and other aspects of nature serve as the basis

of instruction in a few courses. Illustrations may be cited from Arlington, Mass., New Rochelle, N. Y., and Contra Costa County, Calif. Saginaw County, Mich., and Kenosha, Wis., suggest seasonal changes as bases for science units; while San Mateo County, Calif., organizes science materials around animal life, plant life, and physical science to be correlated with other subjects of the curriculum.

General science courses are commonly found at the junior high school level. They tend to recognize two major purposes of science teaching: (1) To provide pupils with an understanding and appreciation of their environment in order that they may make intelligent adjustments; and (2) to give pupils a broad general background of the various fields of science which will assist them in choosing a field of interest for later specialization. No attempt is made to provide scientific knowledge beyond that which is related to the lives of people in general. The general science course of South Dakota is organized into units pertaining to the following topics: Prophesying weather, maintaining home comforts, the intelligent care of the body, the development of modern communication, night turned into day, the food and energy producers of the Nation, and other aspects of living, each of which is based on a theme or principle of scientific thinking. Other examples of meaningful experiences in general science may be found in the course of Houston, Tex., Indianapolis, Ind., Flint, Mich., and Berkeley, Calif.

The more technical aspects of science—biology, chemistry, and physics—are generally presented by topical outlines or subject matter units, with statements of underlying principles and appropriate teaching techniques. In some cases, provision for field trips, problems of the home, and voluntary pupil projects relate the content of the course to life outside the school and indicate the place of science in everyday living.

*Social studies.*—An examination of social studies courses shows a general trend in the direction of fusion or integration, the percentage closely approximating that reported by Harap 2 years ago.<sup>12</sup> His findings indicated that of 61 courses published between 1933 and 1935, 10 were classified as geography, 10 as history, and the remainder as consolidated courses. In the present study, of the 292 courses in social studies, 43 are classified as geography, 6 as civics, 44 as history, 3 as economics, 2 in sociology, and the remaining 194 as combined phases of social studies. In the elementary grades, they are incorporated into units, which may or may not be integrated, but which are based on a center of child interest, some aspect of the social environment, or a theme, principle, or generalization. Activities

<sup>12</sup> Harap, Henry. A Survey of Courses of Study Published in the Last Two Years. *Journal of Educational Research*, 28: 641-56, May 1935.

and materials are selected on the basis of their functional value in current social living in the home, the school, and the community.

Recent courses for the secondary school also show a tendency to emphasize social attitudes, ideals, and understandings gained through contact with the vital problems of contemporary society. Illustrative of courses which aim toward better home and family life is an integrated unit in *Housing and Home Building* of Atlanta, Ga. Most of the activities take place in the home, the classroom serving as a place where problems are discussed, ideals and goals set up, and the necessary knowledges of past and present home making acquired. The functional value of the various high-school subjects is stressed in problems like the following: Building a healthful home, beautifying the home and grounds, how law and selling affect the home, and the contributions of science to the comforts of the home.

Courses dealing with community problems are generally intended for use in ninth grade. Although they aim to build good attitudes of citizenship and to train the pupil to lead efficiently the life of a desirable citizen at the age he now is, in few cases does the content touch real-life experiences directly. Such content is exemplified in the ninth-grade courses of Flint, Mich., and Aberdeen, S. Dak., the one in community civics and the other in social studies.

Courses of broader social import for senior high schools include the following: (1) An integrated course in contemporary problems for grades 11 and 12, of Oakland, Calif., which provides opportunity for community contacts and participation in a variety of social situations, as well as for study of the sources of economic and social problems pertaining to suffrage, wealth, economic organization, and health; (2) a course in modern social problems for grade 12 of Flint, Mich., which is concerned with problems of public opinion and attitudes, war and peace, social security, modern political trends, and leisure time; (3) a bulletin on *The New Deal in the United States*, prepared for use in the high schools of Fresno, Calif.; and (4) two courses of Los Angeles County, Calif., one in current social problems, and the other in American problems. The former is organized around a series of units concerned with problems of the family, social organization, public health, economic relations, leisure, and social idealism. The latter aims to achieve social values through a critical consideration of 10 questions of which the following are illustrative:

1. In what ways do our natural surroundings affect the way we live?
2. What is the meaning to us today of the phrase in the Constitution, "We, the people of the United States?"
3. What are some of the fundamental ideals built up by our civilization, and how do they control our ways of living?
4. How much governmental control do we need today to promote the general welfare?

Toledo, Ohio, approaches social problems through a course in cultural sociology for grade 12, organized into units pertaining to human nature and how it is molded, how individuals may improve their adjustments, the family, races and nationalities, the economic problem, and social control.

*Spelling.*—With few exceptions, courses in spelling are concerned with methods and procedures for teaching daily lessons in spelling, and for correcting cases of spelling disability, or with lists of words and assignments in the basic text.

The trend toward functional spelling is shown both in the selection of words and in methods of teaching. In most cases, emphasis is placed upon teaching words the pupil needs to know as determined by an examination of the sources of words in the spelling text, by records of words which pupils misspell in the content subjects, and by the testing-before-study method. The practice of using words in context during study is suggested in several courses, whereas a smaller number suggest direct correlation of spelling with other subjects in the curriculum.

Only one course, an experimental course of Minneapolis, Minn., is designed specifically for junior high schools. The spelling list for grade 9 contains words commonly found in scientific lists, both child and adult, which have not been taught in previous grades. A year's trial of the course is provided in order to determine its effectiveness in making English functional.

*Special subjects.*—The tendency to consider character education, conservation, temperance, and safety as special subjects to be taught by means of separate classwork is less common than to look upon them as attitudes or points of view to be developed in connection with all learning situations. Similarly, appreciation of motion pictures, effective use of leisure, guidance, and other of the "special subjects" are rarely interpreted as such among school systems in general, but are incorporated in the broader fields of English and social studies.

An examination of the occasional courses of study prepared in these special subjects shows two outstanding tendencies; one, to emphasize the importance of finding opportunities both in school and out where habits of honesty, conservation, temperance, and safety, for example, can function naturally; and the other, to provide source materials and references—stories, poems, and information, which may be used whenever the opportunity arises. In this latter connection, suggestive situations are frequently identified, and appropriate controls of conduct indicated for each.

## CONCLUSIONS

The most important findings revealed by this study may be summarized as follows:

1. In the construction of courses of study, the teacher plays the most important role, being mentioned in 63 percent of the 1,262 courses analyzed. Although it is apparent in many cases that the undertaking demands a broader social perspective and a more extensive educational background than the teacher has been able to acquire, in others there is clear evidence that it is carried on by teachers of superior insight and training. There is a growing tendency to give direction and guidance to committee work either through the services of a competent teacher or other member of the local staff, or through consultation with curriculum experts in institutions of higher education.

The application of research techniques to curriculum construction is far from common, although some outstanding evidences are found in State and city programs.

Few school systems regard completed courses of study as the end of curriculum activity. Most courses are designated as tentative or imply tentativeness in form or organization. Definite plans for revision, however, appear in only 12 percent of the courses.

2. The importance of aims and objectives as directive forces in the organization of courses of study is generally recognized. Approximately two-thirds of the courses classify objectives as controls of behavior, either as a result of an analysis of individual and social needs, or as a matter of formality. Although no better reason than the latter appears to justify such a classification in many courses, there is a notable tendency among others to derive objectives from the activities and principles of social living.

3. The organization of content by single subjects is common among courses of study in general, only 12 percent representing full or partial integration of learning activities. That school systems tend to unify the work in single fields is shown by the fact that 53 percent organize courses of study into large units of work. Approximately half of this number utilize subject-matter units, the majority of which aim to develop understanding of particular laws, principles, and generalizations, the remainder representing little more than topical outlines of subject matter.

Units of work based upon some aspect of human experience are found in 24 percent of all the courses analyzed. In the main, their source of unity is a so-called center of child interest, and their content, a body of socially valuable experiences and activities.

4. The tendency to enrich learning experiences through extensive reading is noted particularly in courses organized into large units of work, which commonly include lists of books suited to children's

interests and capacities. Although suggestions for the use of instructional aids of a commercial nature and of community resources appear infrequently in courses from all types of school systems, they are listed with greatest frequency in city courses.

5. Suggested teaching procedures pertaining to units of work appear in 42 percent of the courses analyzed, whereas special methods based upon special problems and requirements of different types of subject matter are suggested in 29 percent, chiefly in the fields taught as isolated subjects. The projection of special methods into type lessons is observed in 8 percent of the courses, particularly in those planned for county use. Included among special methods are daily lesson procedures, suggestions, and diagnostic and remedial teaching, and suggested means of correlating the activities of related fields.

Less than 11 percent of the courses consider testing an essential part of each unit, while only 2 percent contain directions for making tests. Suggested aids in evaluating teaching procedures are generally casual in nature and provide relatively little guidance for teachers.

6. The most common innovations found in recent courses of study include the following, in the order named: (1) A new combination and arrangement of teaching content through a unification of the subject matter of a single field, or through the correlation and integration of the subject matter of several fields; (2) the relation of objectives and activities to everyday living, particularly in the fields of social studies and English; and (3) the introduction of new content to include problems growing out of economic, political, and social change. A more general tendency in all three directions is essential to making the program of education increasingly functional both in school and out.

#### PART IV: CLASSIFIED LIST OF COURSES OF STUDY, 1934-37

Tables I-III list 1,660 courses of study and other curriculum materials that comprise the current collection on file in the library of the Office of Education. Abbreviations in the tables are to be interpreted as follows:

Com. ed.....	Commercial education.	Library instr.....	Library instruction.
Ed.....	Education.	M.....	Mimeographed.
Elem.....	Elementary.	Nature st.....	Nature study.
Home econ.....	Home economics.	P.....	Printed.
H-S.....	High school.	Phys. ed.....	Physical education.
Indus. arts.....	Industrial arts.	Prim.....	Primary.
J-H.....	Junior-high school.	Public sp.....	Public speaking.
J-S.....	Junior-Senior high school.	S-H.....	Senior high school.
K.....	Kindergarten.	Social st.....	Social studies.
Lang.....	Languages.	Special subj.....	Special subjects.
		T.....	Typed.

TABLE I.—STATE COURSES OF STUDY

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
ALABAMA.....	General.....	1935	S-H.....	M-53	Defines objectives and outcomes of different subjects and provides guiding principles for selection of subject matter.
ARIZONA.....	Art.....	1934	1-8.....	P-91	Outlines units in painting, design, drawing, and other phases of art for each grade, indicating materials, procedures, and outcomes.
	English.....	1934	1-8.....	P-163	Suggests methods and principles of instruction for each of the language arts, outlines a program by grades, defines minimum requirements and provides corrective drills.
	Health.....	1935	1-8.....	P-212	Treats of the school environment, health examinations, and administration of a health program, and outlines a course of instruction by grades with suggested projects, materials, and methods. Correlates physical education with health.
	Indus. arts....	1936	5-8.....	M-61	Includes general suggestions on methods and projects and an outline of activities, procedures, and attainments by grade.
	Nature st....	1936	1-3.....	P-78	Presents a body of information about typical plants, insects, birds, reptiles, and animals of Arizona.
	Reading.....	1935	1-8.....	P-110	Stresses materials and methods for work-type and library reading. Suggests techniques for developing basic skills, reading interest, and effective study habits; for classifying pupils; and for measuring progress.
	Social st.....	1934	4-8.....	P-215	Outlines separate units in geography and history by grade, and suggests materials, time allotments, and methods.
ARKANSAS.....	General.....	1936	1-6.....	P-320	Considers the essentials of a unit of work, suggests materials and leads for developing units, and provides aids for organizing a direct teaching program. Includes a chart form of program for a 1-teacher school.
	General.....	1936	7-12.....	P-292	Organizes the program into two related divisions. The core curriculum composed of life-adjustment problems and parallel skills and appreciations; and broad fields or special interests. Suggests materials and activities for units of experience in life problems and provides a type unit.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA.....	Alcohol and narcotics.	1935	1-12.....	P-34	Presents scientific facts concerning alcohol, tobacco, and narcotics.
	Com. ed.....	1934	S-H.....	P-17	Offers a guide for building a course of study in shorthand. Suggests objectives, drills, minimum and supplementary content, and testing procedures.
	Conservation.....	1936	1-12.....	P-56	Presents source material for Conservation Week, including material on wild flowers, trees, fish and game and bird and animal life. Suggests methods of stimulating interest in conservation. (Illustrated).
	Motion pictures.....	1934	Elem.....	P-37	Contains suggestions for the teacher in awakening children to the educational possibilities of films, and in arousing right appreciations.
	Phys. ed.....	1934	S-H, Adult	P-117	Suggests procedures and describes activities suitable for inclement weather, noon-hour leisure, intramural program, school parties, and for students who cannot engage in vigorous activities.
	Safety.....	1936	7-9.....	M-11	Suggests content, procedures, and references for instructing pupils in the proper and safe operation of motor vehicles.
	.....do.....	1936	S-H.....	P-83	Provides instructional content and information on traffic safety, followed by questions for discussion.
	Science.....	1934	Elem.....	P-46	Provides a guide for teachers with suggested methods, equipment, materials, devices, tests, and references. (Illustrated.)
	.....do.....	1936	Elem.....	P-26	Describes projects, with and without a telescope, covering a range of investigation in astronomy. (Illustrated.)
	.....do.....	1936	Elem.....	P-51	Includes important facts about birds and bird life and suggestions for teaching. (Illustrated).
	.....do.....	1936	Elem.....	P-43	Points out information about desert life and presents a curriculum unit indicating the enterprises to be developed throughout. (Illustrated).
	.....do.....	1936	Elem.....	P-47	Describes material necessary for establishing and maintaining a fresh water aquarium, and gives teaching suggestions. (Illustrated.)
	.....do.....	1935	Elem.....	P-57	Outlines units on school and home gardening and provides miscellaneous information for the teacher. (Illustrated.)
	.....do.....	1936	Elem.....	P-30	Considers the question of how living things get air, presented under headings of methods of getting air. (Illustrated.)

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA	Science	1936	Elem.....	P-44	Affords a nontechnical manual on small wild mammals of California. Suggests activities and projects, and outlines a curriculum unit as developed in a rural 1-teacher school. (Illustrated.)
	do	1936	Elem.....	P-43	Introduces keys for determining the names of broad-leaved evergreen shrubs, and suggests activities, problems, and investigations related to the study of shrubs. (Illustrated.)
	do	1935	Elem.....	P-30	Supplies teachers with information on snakes, lizards, and turtles. (Illustrated.)
	do	1935	Elem.....	P-45	Provides informational content about the spider and gives teaching suggestions for use with the material. (Illustrated.)
	do	1935	Elem.....	P-88	Gives a body of factual information in everyday language about trees for use of teachers. Suggests activities and projects. (Illustrated.)
	do	1934	Elem.....	P-34	Presents information concerning some of the basic causes of weather changes. Suggests related experiments, observations, and activities. (Illustrated.)
	do	1936	Elem.....	P-44	Contains information about wild flowers for the teacher's use. (Illustrated.)
	do	1935	Elem.....	P-48	Provides information about work, energy, and the laws of energy organized for different grade levels. (Illustrated.)
	General	1936	1-8.....	P-724	Presents goals, subject matter, and sample units for a program in language arts, social studies, health and physical education, science, and fine arts by grade. Gives specific help on bilingual problems, unit teaching, informal tests, and other teaching problems. Suggests activities correlating art with social studies, and gives supplementary helps for art projects.
	Art	1936	1-6.....	M-72	
COLORADO	do	1936	7-12.....	M-100	Gives outline for each grade and suggests major and minor units with additional material for a high-school course.
	Safety	1936	8-H.....	M-11	Offers a syllabus for training young automobile drivers, and gives sample lessons.
	Science	1934	7-8.....	M-17	Adapts assignments of units in general science to A, B, and C groups, and suggests activities and time allotments.
DELAWARE					

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
FLORIDA	Com. ed.....	1935	7-12.....	P-93	Suggests organization of commercial courses: Typewriting, commercial arithmetic, shorthand, and others. Plans units of work and defines standards of achievement.
	English.....	1934	7-12.....	P-183	Gives suggestions for directing activities, for correlating English with other subjects, and for teaching types of literature. Outlines the work for each grade and provides an illustrative unit.
	Foreign lang..	1935	9-12.....	P-142	Defines objectives and outlines illustrative units in French, Spanish, and Latin.
	General.....	1934	1-6.....	P-807	Presents materials for each grade by discussing the characteristics of children at a particular level, stating objectives, defining interests, providing illustrative units, and outlining activities and procedures.
	Home econ....	1935	7-12.....	P-193	Provides content for courses of study. Outlines in detail a required unit on home and family, and suggests outlines for elective units on foods, clothing, and child development.
	Social st.....	1935	7-12.....	P-170	Includes general suggestions pertaining to methods, subject-matter, and materials, and outlines four illustrative units on world geography, United States history, community civics, and other social subjects.
IDAHO	Art.....	1937	1-8.....	M-49	Outlines a course by grades and provides a series of type lessons. Includes list of supplies, art aids, and names of supply houses and publishing houses.
	Social st.....	1935	4-6.....	M-13	Outlines two units with suggested study helps and points of correlation with other subjects.
ILLINOIS	General.....	1936-7	1-8.....	M-7	Gives page assignments for each subject by quarters. (Supplement to the Illinois State course of study.)
INDIANA	Civics.....	1935	H-S.....	P-82	Provides study questions and exercises for use with the State-adopted text on civics.
	General.....	1936	1-12.....	P-106	Digests the State courses of study.
	Reading.....	1935	1-6.....	P-92	Suggests reading activities and materials for each grade and gives general aids for testing, diagnosis, and remedial teaching.
	Social st.....	1935	1-6.....	P-247	Presents a maximum number of units for each grade with outline of subject matter, activities, and readings. Includes a unit on character education.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
IOWA.....	Civics.....	1935	H-S.....	P-59	Organizes units in Federal and State governments with suggested objectives, procedures, activities, and evidences of mastery.
	Health.....	1936	1-8.....	P-48	Plans a school health program, provides charts for checking accomplishment, and outlines a type unit.
	History.....	1935	1-6.....	P-93	Provides units of work dealing with the community, Indian, colonial, and pioneer life; and includes information, teacher procedures, pupil activities, and informal tests.
	Science.....	1937	1-8.....	P-109	Outlines seasonal units, each organized around a scientific principle, developed, interpreted, and applied through pupil activities.
KANSAS.....	English.....	1935	10-12.....	P-208	Outlines content and suggests readings pertaining to speech, debate, play production, photoplay appreciation, vocational composition, grammar, and literature.
	Foreign lang.....	1934	H-S.....	M-47	Describes courses and methods in Latin and modern languages.
	Home econ.....	1935	7-12.....	P-208	Organizes units for a 1-year, a 2-year, and a 3-year high-school course, a 6-year course for junior and senior high schools, a 1-year nonlaboratory course, and a 1-semester course for boys. Arranges content in parallel columns.
	Mathematics.....	1935	H-S.....	P-175	Suggests content and procedures for successive courses in mathematics.
	Patriotism.....	1935	Elem.....	P-287	Compiles information, stories, poetry and other materials for instruction and for special-day programs.
	Social st.....	1936	1-8.....	P-671	Organizes units to develop a number of basic themes; interdependence, adaptation, man's control over nature, migration, and democracy. Each unit consists of approaches, objectives, activities, generalizations, bibliography, and tests.
	Alcohol.....	1934	Elem., H-S.	P-71	Presents informational material, stories, problems for discussion, and references for use in teaching the evil effects of alcohol.
LOUISIANA.....	Arithmetic.....	1935	1-8.....	P-147	Suggests activities, methods, procedures, and outcomes by grade, and outlines a type lesson for each.
	Art.....	1935	8-11.....	P-16	Indicates the nature of courses in creative art and art appreciation.
	Com. ed.....	1935	8-11.....	P-28	Lists requirements for graduation and gives the program of commercial studies.
	English.....	1935	8-11.....	P-57	Gives the program of studies and sets forth the general objectives and requirements in English courses.

TABLE I.—STATE COURSES OF STUDY—Continued

State 1	Subject 2	Year 3	Grades 4	Pages 5	Special features 6
LOUISIANA.....	Foreign lang.....	1935	8-11.....	P-22	Gives the program of studies, and defines objectives and requirements for Latin and modern languages.
	General.....	1935	4-7.....	P-155	Explains the steps in organizing units by the Morrison technique and gives daily plans for teaching type units.
	do.....	1935	8-11.....	P-194	Follows plan of elementary grades.
	Mathematics.....	1935	8-11.....	P-15	Indicates objectives and scope of several courses and suggests references and collateral readings.
	Music.....	1935	Elem.....	P-129	Suggests songs, teaching procedures, and points of correlation with physical education. Includes words of songs for lower and upper grades.
	Safety.....	1936	Elem. H-S.	P-79	Outlines materials, activities, and subject-matter for teaching safety in play, at home, at school, on highways, and elsewhere.
	Science.....	1935	8-11.....	P-58	Outlines objectives and requirements of courses, lists apparatus and materials, and defines standards governing arrangement, size, management, and equipment of science departments.
MAINE.....	Social st.....	1935	8-11.....	P-34	Gives general teaching suggestions and lists objectives and readings for each course.
	Temperance.....	1936	Elem.....	P-63	Organizes integrated units with type lessons and suggested activities, procedures, and outcomes. Lists source material and gives a bibliography for related courses and for professional reading.
MARYLAND.....	English.....	1935	5-7.....	M-12	Outlines literature for each quarter. Includes book lists, suggestions for memorization and a type lesson for developing a poem to be memorized.
	Music.....		5-7.....	M-21	Outlines a course by quarters. Includes type lessons for teaching rote songs and for developing music appreciation.
	Social st.....		4-6.....	M-18	Emphasizes chiefly appropriate procedures, giving illustrations for conducting a study lesson, a work period, pupil reports, unit activities, and a problem-solving lesson. Defines minimum essentials for each grade.
MASSACHUSETTS.....	Character ed.....	1935	H-S.....	P-70	Considers methods of character education, surveys work being done in the field, and outlines opportunities for training character. Includes case studies and check sheets.
	Phys. ed.....	1934	K-8.....	P-60	Suggests general methods and procedures, considers the problems of the rural teacher, and describes games and other activities.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
MASSACHUSETTS	Phys. ed.....	1934	4-6.....	P-36	Continued.
	do.....	1935	7-12.....	P-72	Continued, with a program for boys.
	do.....	1935	7-12.....	P-82	Continued, with a program for girls.
	Safety.....	1935	7-12.....	P-37	Includes subject matter and suggestions for teaching safety as it relates to both pedestrian and driver. Gives examples of safety activities and recommendations for use in the course.
MICHIGAN	General.....	1936	K-8.....	P-163	Outlines a syllabus by grades. Gives suggestions for organizing a 1-teacher school, for appraising instruction, for using materials and community resources, and for planning large units.
	Safety.....	1936	1-12.....	P-84	Suggests methods of teaching and provides a body of informational content pertaining to accident prevention in the home and safety in the shop, at school, and at play.
MINNESOTA	Alcohol.....	1934	7-12.....	P-36	States objectives in terms of health, character, and society, and outlines units integrating the study of alcohol with general science and the social studies.
	Social st.....	1934	8.....	P-12	Supplements the State course, outlining content, procedures, and references for studying the economic depression, attempts at restoration, and the nature of governmental opportunity.
MISSISSIPPI	Agriculture...	1935	Adult.....	P-56	Outlines lessons and suggests references and activities for courses in crops, dairying, horticulture, poultry, soil conservation, and animal husbandry.
	General.....	1935	Adult.....	P-53	Outlines lessons in language, literature, and arithmetic for adult classes at elementary and advanced levels.
	do.....	1935	Adult.....	P-111	Outlines lessons in the fundamental subjects for levels I, II, and III.
	Home econ....	1935	Adult.....	P-104	Outlines lessons for adults on the family budget, clothing, child development, and family relations, health, feeding the family, home improvement, and gardening.
MISSOURI	Social st.....	1935	Adult.....	P-51	Plans 30 lessons on current history, sociology, economics, and political science.
	General.....	1936	1-8.....	P-158	Outlines subject matter by quarters and defines outcomes for each grade. Suggests a daily program for a 1-teacher rural school.
	Phys. ed.....	1934	7-12.....	P-132	Suggests a yearly time allotment for a general program, and outlines class activities in games and sports, rhythms, hygiene, and first-aid, with suggested self-testing activities.

## COURSES OF STUDY

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
NEBRASKA.....	Civics.....	1936	S-H.....	M-10	Brings together information about the unicameral legislature as a unit of study for use in schools. Includes objectives, overview, suggested activities, related activities, and a body of assimilative content.
	General.....	1936	1-8.....	P-587	Suggests materials, activities, procedures, and standards for each grade by subject. Includes type units, special helps for diagnosis and remedial instruction, and means of adapting the course to rural schools.
	Social st.....	1936	S-H.....	M-23	Summarizes legislation recently enacted by the Federal Congress and the State legislature, in the form of a teaching unit. Provides assimilative material to serve as a basis for the course.
NEVADA.....	Com. ed.....	1934	H-S.....	P-130	Suggests content and standards of attainment for courses in typewriting, shorthand, business English, and other commercial subjects.
	Foreign lang.....	1934	H-S.....	P-79	Indicates aims, content, and standards for modern languages and Latin.
	General.....	1934	H-S.....	P-68	Follows plan of earlier courses for health and physical education, mathematics, and science.
	Leisure.....	1934	H-S.....	P-80	Gives suggestions for leisure-time activities, visual education, art, and music.
NEW HAMPSHIRE....	Social st.....	1934	H-S.....	P-40	Follows the same plan for courses in social science.
	Alcohol and narcotics.....	1935	1-12.....	P-28	Suggests approaches and activities, and correlates the study of alcohol and narcotics with general science, sociology, health, and other subjects.
	Guidance.....	1936	7-12.....	P-32	Presents a chart of organization and administration, and suggests guidance activities and means of evaluating a program of guidance.
NEW JERSEY.....	Character ed..	1935	1-12.....	P-59	Discusses the place of the public school in character training, reports case studies, reviews books on character development, and provides forms for reporting case studies.
NEW YORK.....	Art.....	1935	7-9.....	P-104	Outlines subject-matter, gives teaching suggestions, and indicates correlation with other subjects.
	Biology.....	1936	10.....	P-60	Shows the development of units and suggests procedures and activities.
	Com. ed.....	1935	H-S.....	P-45	Provides a syllabus in secretarial practice.
	do.....	1937	S-H.....	P-28	Plans courses in typewriting and shorthand.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	1	3	4	5	6
NEW YORK	General	1936	Pregrade	P-122	Provides curriculum guides for teachers of 2- to 5-year-old children, suggesting time divisions of the daily program, illustrating activities and experiences and indicating means of home and school relationships.
	do	1935	K	P-96	Outlines curriculum guides for teachers of 5-year-old children after plan of earlier program.
	History	1936	H-S	P-193	Gives a subject outline for a 3-year course in world history.
	Home econ.	1936	H-S	P-100	Arranges problems, subject-matter, learning activities, and outcomes in parallel columns for courses in foods and clothing.
	Indus. arts	1935	7-9	P-61	Organizes materials, indicates projects and outside preparation, and provides records of achievement in general shop.
	do	1935	7-9	P-44	Follows similar plan for a course in general woodwork.
	Journalism	1935	H-S	M-34	Emphasizes broad educational rather than vocational values. Provides opportunity for differentiation and enrichment through unit activities.
	Mathematics	1936	9	P-25	Affords training in general mathematics for slow-moving pupils.
	do	1936	H-S	P-13	Indicates the scope of work and suggests teaching methods for a course in plane trigonometry.
	Phys. ed.	1935	H-S	P-235	Includes general methods, a required minimum program of activities, elective activities, and suggested tests and individual corrective education for boys. (Illustrated.)
NORTH CAROLINA	do	1934	H-S	P-244	Follows a similar plan for girls.
	Business ed.	1935	H-S	P-58	Designates the scope of subject-matter and gives teaching suggestions for courses in bookkeeping, merchandising, and other aspects of business education.
NORTH DAKOTA	Foreign lang.	1935	H-S	P-71	Includes general teaching suggestions and detailed outlines for courses in Latin, French, German, and Spanish.
	Civics	1936	H-S	M-20	Outlines topics related to problems of American democracy and suggests bibliographies for each problem.
	English	1934	9-12	P-398	Includes objectives, an outline of subject matter, suggested methods and pupil activities, and a statement of points to emphasize in units in composition, literature, and other courses.
OHIO	Home econ.	1935	7-8	P-58	Gives a columnar arrangement of problems, subject matter, activities, and references pertaining to units on everyday living.
	Music	1935	1-6	P-184	Outlines work in vocal and instrumental music, music appreciation, and radio by grades.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
OHIO.....	Music.....	1935	1-6.....	P-48	Suggests ways of organizing 1- and 2-room schools for music instruction, and gives general helps for teaching.
OKLAHOMA.....	English.....	1936	1-8.....	M-238	Provides a graded outline moral and written composition and mechanics. Includes sample units and type lessons to show how the unit materials are to be used.
	Handwriting.....	1936	4-8.....	M-33	Outlines practice exercises for each week.
	Speech.....	1936	1-14.....	P-191	Reports findings of a speech survey questionnaire and plans a program in speech training throughout the school, including junior college, organized by units.
OREGON.....	Health.....	1935	1-8.....	P-48	Outlines activities and references pertaining to safety, cleanliness, mental health, exercise, temperance, and other phases of health.
	Phys. ed.....	1935	K-6.....	P-116	Directs the organization of a program in physical education, and outlines materials and methods pertaining to rhythms, games, drills, track, and other activities.
	do.....	1934	H-S.....	P-82	Gives sample daily lesson plans and outlines a program of free exercises, basic activities, interscholastic athletics, and other activities for boys.
	do.....	1935	H-S.....	P-85	Follows a similar plan in a program for girls.
	Science.....	1935	H-S.....	P-37	Presents outlines and teaching suggestions for courses in elementary science, botany, biology, physics, and chemistry. Designates standard equipment and apparatus.
PENNSYLVANIA.....	Business ed....	1935	S-H.....	P-60	Suggests materials and equipment for a course in bookkeeping. Gives approaches and teaching procedures, and a variety of type lessons.
	English.....	1935	7-12.....	P-99	Lists suggestive units in literature, motion-picture and radio appreciation and outlines a series of units by grades.
	Geography....	1936	4-8.....	P-183	Surveys the work of each year and gives suggestions for the development of units.
	Health.....	1934	1-3.....	P-63	Presents a chart to show the relation of a health program to the life of the child. Lists objectives and activities for each grade and designates evidences of pupil growth.
	do.....	1934	4-6.....	P-79	Continued.
	Safety.....	1935	1-12.....	P-46	Provides a manual for organizing and administering a program of safety education. Includes general and special bibliographies.
	do.....	1935	H-S.....	P-16	Provides a series of units devoted to teaching safe operation of motor vehicles. Includes questions for discussion.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1.	2	3	4	5	6
✓ RHODE ISLAND	Geography	1935	4.....	M-70	Includes suggested approaches, content, activities, and materials for a series of units.
✓ SOUTH CAROLINA	General	1935	1-7.....	P-30	Lists textbooks by grade.
	Health	1936	1-7.....	P-65	Gives general teaching suggestions, defines the scope of health content, and provides specific helps for each grade, indicating situations which afford opportunity for health experiences.
	Science	1936	1-7.....	P-39	Organizes the course around 12 large ideas. Indicates the concepts to be developed in each grade and suggests appropriate content.
	Social st.	1936	1-7.....	P-131	Organizes activities and materials by grade with suggestions for organizing units and evaluating instruction.
✓ SOUTH DAKOTA	Agriculture	1936	H-S.....	P-163	Develops units in agriculture, animal husbandry, rural economics, and sociology. Suggests plans for developing a supervised practice program and for instructing evening classes.
	Foreign lang.	1934	H-S.....	P-160	Outlines courses in Latin, French, German, Spanish, Norse, and Swedish.
	Indus. arts	1935	H-S.....	P-192	Outlines courses in general shop, general woodwork, mechanical drawing, machine drawing, sheet metal, trade and industrial education. Includes detailed type units.
	Science	1936	H-S.....	P-882	Organizes units showing content, teacher and pupil activities, and references in parallel columns, for courses in general science, biology, chemistry, and physics. Integrates content within units and indicates correlation with other subjects.
	Social st.	1934	H-S.....	P-347	Lists course units in vocational guidance, community civics, world history, American history, economics, and sociology. Includes general teaching suggestions.
✓ TENNESSEE	General	1935	1-8.....	M-6	Outlines briefly the work of elementary grades and lists basal and supplementary textbooks.
✓ TEXAS	English	1936	H-S.....	P-62	Lists texts, workbooks, diagnostic tests, and visual aids for teaching grammar, composition, and literature.
	General	1936	1-6.....	P-559	Provides course of study units in each field, special objectives for each unit in terms of pupil adjustment, suggested activities and procedures, references and materials, and suggestions for integrating and evaluating units.
	Home econ.	1936	H-S.....	M-77	Outlines units in homemaking in terms of related problems.

## COURSES OF STUDY

TABLE 6.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
TEXAS	Modern lang.	1936	H-S.....	M-42	Organizes a maximum course in German to provide for selection and adaptation of materials. Objectives and activities are expressed from the standpoint of the pupils. Indicates points of correlation with other subjects.
UTAH	Arithmetic	1936	1-8.....	P-82	Outlines subject-matter, activities, and procedures by grade.
	English	1935	1-6.....	M-77	Suggests areas of interest for language activities, and integrates the various phases of English into a single program.
	do	1935	7-12.....	M-77	Defines objectives and goals and outlines suggestive lesson units.
	Music	1934	1-6.....	M-10	Gives suggestions for teaching rote songs, sight-singing, and securing tone quality. Identifies music experiences for each grade.
	Phys. ed.	1935	1-12.....	M-47	Gives standards for a continuous program and outlines objectives, activities, and tests in parallel form.
	Social st.	1934	1-6.....	M-35	Includes general teaching suggestions and outlines content and procedures for a series of units. Relates units to other school subjects.
	do	1934	J-H.....	M-41	Continued.
	do	1934	S-H.....	M-50	Do.
VERMONT	Health	1935-36	1-8.....	M-59	Provides a series of units on health, safety, and physical education, with suggested materials, activities, and projects for each. Suggests possible correlation with other subjects.
VIRGINIA	General	1934	1-7.....	P-560	Identifies centers of interest for the core curriculum, selects aspects of each for emphasis, and suggests materials and activities suited to pupil interests.
	do	1934	8.....	P-319	Continued.
	do	1936	9.....	M-111	Suggests tentative activities and materials for a core curriculum pertaining to the following problems: Utilization of natural resources, development of urban culture, agriculture in an industrial age, use of leisure, and changing standards of living.
	Guidance	1936	7-12.....	P-74	Provides suggestions for organizing and carrying forward a program of guidance in rural and city schools.
	Safety	1936	H-S.....	P-78	Includes source materials pertaining to the mechanical aspects and operation of the automobile, and to safety in school, at home, and elsewhere. (Illustrated).

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
WASHINGTON.....	Home econ.....	1934	7-12.....	P-51	Arranges outcomes, problems, and procedures, subject-matter, and references in parallel columns for courses in home management, clothing, child development, and other aspects of home economics.
WEST VIRGINIA.....	Alcohol and narcotics.....	1936	1-8.....	P-105	Suggests subject matter and activities for correlating the study of alcohol and narcotics with other subjects. (Illustrated).
	Safety.....	1936	1-8.....	P-152	Outlines units for each grade in terms of problems. (Illustrated).
WISCONSIN.....	Conservation.....	1936	S-H.....	M-10	Provides bibliographies and source material.
	Consumer ed.....	1936	S-H.....	M-18	Contains references, book lists, sources of materials, suggestions for approaching consumer education, and for incorporating it in courses of study. Includes a type outline for developing a study unit.
WYOMING.....	Agriculture.....	1936	6-8.....	P-137	Provides lesson plans for each week with suggested information, methods, problems, projects, and references.
	Arithmetic.....	1936	1-8.....	M-85	Suggests methods and procedures, instructional material, and an outline of subject matter for each grade.
	Health.....	1935	1-8.....	P-296	Contains directions and materials for the teacher, material for group instruction, and a graded outline on health and safety.
	Social st.....	1934	6-8.....	P-103	Gives general helps in unit-teaching and suggests bibliographies, subject matter, and activities for a series of topical units.
PHILIPPINE ISLANDS.....	Art.....	1935	1-4.....	M-31	Outlines subject matter and teaching suggestions for each week.
	do.....	1934	S-H.....	M-82	Compares the old and new methods of teaching art, considers the sources and uses of materials, tests and measurement, and outlines a series of units.
	Biology.....	1937	S-H.....	M-180	Provides work sheets, guidance outlines, problems, and projects for each of 15 units centering around related life activities.
	Com. ed.....	1935	S-H.....	M-81	Provides units of work with suggested student activities and teaching procedures for courses in typewriting and stenography.
	English.....	1936	9.....	M-92	Arranges content in parallel columns to denote correlation of work in themes, language habits, pronunciation, and vocabulary into a course in composition.

TABLE I.—STATE COURSES OF STUDY—Continued

State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
PHILIPPINE ISLANDS	Geography.....	1934	4.....	P-176	Organizes a series of units each containing a story of the unit, work sheets, study sheets, and additional problems for bright pupils. Teaching procedure by Morrison technique is described and illustrated.
	.....do.....	1934	5.....	P-162	Continued.
	.....do.....	1935	6.....	P-190	Do.
	Health.....	1936	1.....	P-86	Provides a program of units with suggestions for teaching.
	.....do.....	1936	2.....	P-118	Continued.
	.....do.....	1936	3.....	P-131	Do.
	.....do.....	1936	4.....	P-157	Do.
	History.....	1936	11.....	M-69	Follows closely the Morrison unit organization and provides guides for suitable classroom technique for a course in oriental history.
	.....do.....	1935	7.....	P-88	Follows similar plans for a course in Philippine history and government.
	.....do.....	1936	S-H.....	M-148	Organizes world history according to the plan of other courses.
	Home econ....	1937	S,H.....	T-64	Outlines content of 8 units in nutrition.
	Horticulture.....	1936	9.....	M-204	Organizes units according to Morrison technique. Includes plans for carrying on excursions and surveys, for recording vegetable growth, and for rating farm products.
	Music.....	1934	1-2.....	M-47	Provides a music program by months and suggests typical teaching procedures.
	Physics.....	1934	J-H.....	M-26	Presents information on occupational studies. Includes electrical work, technical and industrial information, suggestions for educational and vocational guidance, and safety education. Indicates correlation with other subjects.
PUERTO RICO	Reading.....	1936	1.....	P-59	Provides directions and guides for teachers to accompany word cards and seat work.
	Science.....	1934	3.....	M-111	Organizes a series of units each containing subunits with suggested objectives, pupil activities, teacher helps, and references for pupils and teacher.
	.....do.....	1934	4.....	M-127	Continued.
	English.....	1935	1-3.....	P-251	Suggests materials, devices, and activities that lend themselves to oral and written expression and to reading. Includes illustrative lessons in story-telling and dramatization, and records of the language activities of primary pupils in the university elementary school.

TABLE II.—CITY COURSES OF STUDY

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ALABAMA</b>					
Bessemer.....	General.....	1936	1-8.....	M-11	Gives a synopsis of the course of study in Negro elementary schools. Lists by grade topics and pages in basal texts to be covered in all subjects, and suggests desirable activities for the auditorium.
	do.....	1935	7-12.....	M-50	Assigns texts and subject matter in all fields by grades.
Birmingham.....	General.....	1935-36	1-8.....	P-23	Gives a synopsis of the course of study, listing texts by grade.
Dothan.....	English.....	1935-36	1-6.....	M-13	Lists objectives and activities for different phases of English by grade.
	do.....		7-12.....	M-21	Outlines objectives and subject content for oral and written expression, grammar, and usage.
<b>ARIZONA</b>					
Bisbee.....	General.....	1936	1-8.....	M-83	Provides a work outline for each grade with topical and page assignments.
Phoenix.....	Temperance...	1936	1-12.....	P-52	A manual and song book.
<b>ARKANSAS</b>					
Fort Smith.....	General.....	1935	1-3.....	M-41	Reports a series of integrated activity units on gardens, homes, Mother Goose, transportation, etc. Each unit contains details pertaining to activities, means of correlation, and useful materials.
Little Rock.....	Com. ed.....	1935	9.....	M-73	Assigns content by month and suggests procedures and references.
	Extracurricular.	1935	7-12.....	M-116	Contains a list of home-room activities, a suggested outline of home-room guidance programs, sample programs, and bibliographies.
	General.....	1937	7-9.....	M-86	Outlines the content of courses of study. Includes a series of type projects indicating means of correlation.
	Home econ.....	1934-35	10-11.....	M-105	Outlines lessons for a sewing practice course, and for related courses in textiles and costume design.
Magnolia.....	General.....	1936	9-12.....	M-2	Lists a program of studies.
North Little Rock.....	Safety.....	1936	1-12.....	M-90	Outlines a safety program by groups of grades, suggesting procedures and activities. Includes also games, plays, poems, and stories.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA</b>					
Albany.....	Biology.....	1934	S-H.....	T-11	Indicates a parallel arrangement of objectives and activities.
	Business ed....	1934	9.....	T-41	Outlines 23 units in general business: Money, bank accounts, mail, travel, salesmanship, and other topics. Each unit states objectives, lists materials, and suggests pupil activities and teacher procedures.
	Chemistry....	1934	S-H.....	T-11	Gives objectives and activities in parallel columns.
	Com. ed.....	1934	9.....	T-5	Presents objectives for bookkeeping I and II, and suggests activities and procedures.
	.....do.....	1934	10.....	T-9	Outlines courses in typewriting III and IV with suggestions for remedial teaching drills, and testing. Plans a typical week of procedures.
	.....do.....	1934	11-12.....	T-10	Suggests teaching procedures and class activities for attaining specific objectives in shorthand.
	Economics....	1934	S-H.....	T-3	Lists subject matter briefly.
	English.....	1934	10.....	T-8	Lists subject matter.
	.....do.....	1934	S-H.....	T-29	Outlines content of a course in novel, narrative, narrative poetry, essay, drama, composition, and grammar for English V.
	.....do.....	1934	12.....	T-20	Outlines content and suggests procedures for a college-preparatory course in American literature, composition, and grammar, in English VI.
	.....do.....	1934	S-H.....	T-19	Outlines a college-preparatory course in English VII, including poetry, drama, and novel. Suggests projects and procedures.
	.....do.....	1934	S-H.....	M-4	Lists subject content for a course in creative writing.
	.....do.....	1934	S-H.....	T-5	Gives brief and general suggestions for directing the reading of pupils in non-college-preparatory English.
	.....do.....	1934	S-H.....	T-17	Lists supplementary readings for units on the short story, contemporary literature, the novel, poetry, and other fields of English.
	History.....	1934	S-H.....	M-10	Lists topics for a course in American history and Government.
	.....do.....	1934	S-H.....	T-15	Lists topics in world history.
	Home econ....	1934	9-12.....	T-26	Outlines subject matter for a 4-year course, including clothing, home-making, food, home, nursing, and child care.
	.....do.....	1934	S-H.....	T-2	Lists briefly problems in costume design.
	.....do.....	1934	S-H.....	T-2	Lists briefly problems related to interior decoration.
	Indus. arts....	1934	S-H.....	M-3	Considers briefly problems in crafts: block printing, leather tooling, basketry, and batik.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Albany	Indus. arts	1934	S-H	M-12	Outlines content procedures, and methods for a course in printing covering 4 semesters.
	Journalism	1934	S-H	M-25	Outlines content procedures, and related readings for a series of units.
	Latin	1934	9-12	T-3	Lists subject-matter and suggests teaching procedures.
	Mathematics	1934	9	T-4	Lists topics to be taught in shop mathematics.
	do	1934	S-H	T-6	Outlines subject content for 2 semesters of intermediate algebra.
	do		S-H	T-6	Lists topics of a course in plane geometry.
	do	1934	S-H	T-4	Lists topics in solid geometry by weeks.
	do	1934	S-H	T-4	Lists subject-matter for a course in plane trigonometry.
	Modern lang	1934	9-12	T-13	Provides a topical outline for a course in French.
	do	1934	9-12	T-15	Outlines content of a course in Spanish.
	Physics	1934	S-H	T-13	Arranges in parallel form the objectives of the course, suggested activities, and desirable learnings.
	Public sp	1934	S-H	T-8	Outlines content and method for attaining stated aims.
	Social st	1934	S-H	T-4	Lists topics for the study of social problems.
Bakersfield	Arithmetic	1934	4-6	M-81	Defines essentials as an aid in using textbooks, in adjusting materials and methods to individual needs, and in simplifying content to insure progressive growth. Includes additional practice materials and helps for diagnosis and reteaching.
	English	1936	4-6	M-136	Includes reading, spelling, writing, and language. Provides for both individualization and specialization through adapting procedures to the class as a unit, to groups, or to individuals. Suggests a basis for grouping superior, average, and low classes. Includes aids for providing extensive reading units, and for checking self-progress.
	Health	1934	1-3	M-16	Provides (1) notes to teachers on the practicability of health education, and desirable methods and materials, (2) suggestions for developing health units, and (3) sample units with an analysis of related learnings, suggestive procedures and activities, and means of measuring pupil progress.
	do	1936	4-6	M-17	Gives suggestions for developing and teaching units in health and provides sample units on Control of Contagious Infection and About Yourself.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA—Con.					
Bakersfield	Health	1936	7-8	M-19	Suggests methods of developing units on first-aid and control of contagious disease. Provides sample units.
	Social st.	1936	1	M-35	Describes home unit as carried on for 16 weeks with non-English-speaking children and recorded daily by teachers. Reports materials and procedures, and defines social, emotional, intellectual, and physical outcomes.
Berkeley	Business ed.	1936	10-12	M-198	Covers 32 courses in senior high school business education, each organized into a series of units giving aims, suggestive procedures, textbooks, tests, and standards of attainment.
	English	1934	3-6	M-442	Provides general guidance in story telling, picture study, and creative expression for all grades, and organizes units of work for specific grades with objectives, activities, and procedures in columnar arrangement.
	do	1936	7	M-8	Gives a tentative outline for correlating literature and social studies.
	Health	1934	J-H	M-31	Suggests a series of topics with lists of page references and appropriate activities for a unit in health.
	Home econ.	1934	5-12	M-244	Outlines a series of units that provide progressive instruction from grade 5 through senior high school. Each unit states aims, suggested materials, procedures, tests, textbooks, and references for pupils and teachers, and evidences of attainment. The course is an outgrowth of experience and experimentation.
	Music	1934	1-8	M-147	Presents a general treatment of objectives, procedures, and activities, and surveys the total elementary program in music. Outlines the primary cycle by months.
	do	1934	3-6	M-229	Follows the course of study for the primary cycle with an outline for the elementary cycle.
	Safety	1936	1-12	M-12	Outlines topics to be included in a unit on traffic safety, and suggests reading references.
	Science	1934	8	M-12	Reports a teacher's plan for a general science unit on magnetism, electromagnetism, and magnetic machines. Suggested subject matter, references, and activities are arranged in parallel columns. Also includes pupil's guide sheets, a list of apparatus, sample tests, and suggested methods.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Berkeley	Science	1935	J-H.....	M-3	Outlines a unit in science of local interest—How Does Berkeley Get a Good Water Supply? Gives a parallel arrangement of subject matter, references, suggested activities, visual aids, and field trips, and attitudes and appreciations.
	.....do.....	1935	J-H.....	M-55	Outlined 4 units on seashore life in California, with suggested subject matter references and activities in parallel columns.
	.....do.....	1934	J-H.....	M-6	Organizes a unit in science on variation and heredity, arranging subject matter, references, activities, references, and suggested visual aids and trips in parallel columns.
	Social st.....	1935	3-6.....	M-34	Outlines a sequence of themes on Pacific relations compiled from actual classroom experiences. Lists best books for pupils, references for teachers to read to pupils, professional references, and suggestions for further study.
	.....do.....	1934	7-9.....	M-42	Designed to help the new and inexperienced social-science teacher use the Rugg series by outlining the work in each of the 6 volumes to be covered in 6 semesters.
	.....do.....	1934	9.....	M-7	Presents a suggestive outline of problem units in occupations for high ninth grade.
Burbank	Social st.....	1936-37	K-12.....	M-78	Presents understandings and the aspects of the major functions of social life for emphasis at each grade level: Production, distribution, consumption, communication, transportation, protection and conservation, leisure time, aesthetics, ethics, and education.
	.....do.....	1935	1.....	M-92	Outlines a unit on toys. Provides suggestions for making toys from wood, cork, and discards, and for selling toys. Suggests stories, visual aids, and bibliographies for parents and teachers in the selection of toys.
	.....do.....	1935	3.....	M-68	Outlines a unit organized around Japan as a nation, its home life, festivals, legends, and recreations. Includes a quantity of instructional materials, drawings and illustrations, recipes for Japanese food, and informational content.
	.....do.....	1935	3.....	M-84	Outlines a unit on Switzerland according to the general plan for Japan.
	.....do.....	1935	3.....	M-174	Organizes a unit on Mexico after the general plan used for Japan.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA—Con.					
Burbank	Social st.	1935	5.....	M-51	States objectives, overview, and suggested approaches for a unit—Colonial Life, followed by several series of experiences: Problem solving, producers' enterprises, consumers' enterprises, and specific learning enterprises dealing with home life, religion, education, etc. Each set of experiences is paralleled by a set of learning outcomes stated in detail. Bibliographies are included.
Chula Vista	General	1934	1-6.....	M-17	Indicates subject matter and activities for all subjects.
Coronado	General		1-3.....	M-56	Suggests materials and procedures for all subjects in the primary unit by semester divisions.
	do		4-6.....	M-41	Continues from the primary unit.
	do		7-8.....	M-20	Follows plan of earlier grades.
	Special subj.		1-8.....	M-33	Outlines activities and topics in art, handwriting, nature study, music, visual education, and library, by grade.
Covina	General	1934	9-12.....	P-120	Gives a description of courses. (Handbook.)
El Centro	do	1935-36	S-H.....	P-35	Outlines briefly the content of courses required for different kinds of diplomas.
El Monte	Music	1936	4-8.....	M-14	Lists musical experiences for each grade, indicating time allotments and giving type lessons in music appreciation.
	Social st.	1936	4-8.....	M-3	Summarizes the work for each semester.
Tresno	Biology	1935	S-H.....	M-14	Gives suggestions for individual and group projects and lists bulletins, magazines, books, films, etc., classified by subject-matter headings.
	English	1935	J-H.....	M-16	Provides suggestions for teaching literature by both intensive and extensive method. The former is treated through group work, book reports, projects, and dramatics; the latter, through a study of the short story, novel, and poetry.
	do	1936	10-12.....	M-22	Provides a 3-track plan to meet different abilities and appreciational levels in literature. Suggests appropriate content and materials, procedures, projects, and tests. Gives also general directions for administering a program in remedial English.
	Hygiene	1935	10-12.1....	M-24	Outlines subject matter to be taught in general health for grade 10; in first-aid and community hygiene for grade 11; and in home nursing for grade 12.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Fresno.....	Indus. arts....	1936	7-9.....	M-40	Organizes a program by parallel arrangement showing tools and materials, processes, and related information essential to each grade unit.
	Modern lang....	1934	7-12.....	M-8	Outlines aims, general suggestions, and content in French grammar and in literature, by semester.
	Phys. ed.....	1936	1-6.....	M-31	Presents suggestive monthly programs to illustrate balanced activities. Outlines also programs for each grade, indicating the number and names of appropriate hunting games, rhythms, relays, team games, stunts, etc., with page reference to teachers' manual, and to collections of Victor records.
	Safety.....	1936	K-6.....	M-15	Gives proposed scope and sequence in elementary safety education, listing topics in home, community, and school safety, and in first-aid, indicating the grade-placement of each.
	Science.....	1936	1-6.....	M-13	Defines tentatively the scope and sequence of a science program by grades and seasons. Indicates also the understandings and insights, abilities, appreciations, and attitudes toward which activities should be directed.
	.....do.....	1936	1.....	M-28	Outlines subject-matter for science units, listing possible approaches, activities, teacher references, visual aids, songs, trips and excursions, and desirable standards of attainment.
	.....do.....	1936	2.....	M-11	Outlines one unit in detail after plan of grade 1, and indicates bibliographies and available materials for other units in the course.
	.....do.....	1936	3.....	M-13	Follows plan of grade 2.
	.....do.....	1936	4.....	M-21	Outlines three units in detail with a summary of subject matter to be developed, and lists bibliographies and materials for other units.
	.....do.....	1936	5.....	M-19	Provides a body of information for the teacher about insects and outlines the unit in detail. Lists references and available materials for other units.
	.....do.....	1936	6.....	M-19	Follows the plan of grade 4.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Fresno.....	Social st.....	1936	1-6.....	M-22	Indicates the tentative scope and sequence of a social studies program, proposed for use as the core of the curriculum. A list of social functions is given to check breadth of instruction. Desirable outcomes in terms of understandings and insights, abilities, appreciations, and attitudes are listed for grades 3 to 6.
	.....do.....	1936	3.....	M-19	Provides teaching aids by outlining content of units, and suggesting approaches, activities, and materials.
	.....do.....	1936	4.....	P-17	Follows the plan for grade 8, including also sample tests for units outlined.
	.....do.....	1936	5.....	M-11	Outlines one unit in detail, and suggests bibliographies and materials for other units of the course.
	.....do.....	1936	6.....	M-43	Supplements the program in social studies by listing the possible concepts underlying each unit, possible approaches, activities, teacher's and pupils' materials, visual aids of many kinds, and other teaching aids.
	.....do.....	1934	9.....	M-11	Lists references pertaining to problems of vocations, exchange, and government.
	.....do.....	1934	S-H.....	M-32	Composed chiefly of content to be used in a course on the New Deal, with some recommendations for original work and class projects, and a bibliography to furnish background for understanding the NRA.
Gilroy.....	General.....	1936-37	9-12.....	M-61	Includes lists of texts, description of courses, and guiding principles for study. (Handbook.)
Glendale.....	Science.....	1935	8.....	M-16	Includes a subject-matter outline and page references in recommended texts.
Lindsay.....	General.....	1935	1-8.....	M-123	Outlines subject content in all fields by 6-week periods.
	.....do.....	1935	S-H.....	M-126	Outlines subject-matter by 6-week periods for each course, and indicates an approximate time allotment.
Long Beach.....	Arithmetic....	1934	1-6.....	M-11	Suggests ways of adapting the Triangle Arithmetic for use in classes of slow or retarded pupils. Indicates optional content.
	English.....	1934	7.....	M-40	Contains teaching suggestions for presenting various aspects of English. Reading lists are furnished in separate monographs.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Long Beach	English	1934	8	M-43	Outlines subject matter and defines minimum essentials for promotion. Materials are given in a separate monograph.
	do	1934	9	M-52	Follows plan of earlier grades.
	Handwriting	1935	1-3	M-17	Provides general suggestions for teaching manuscript writing and an outline for each grade.
	do	1937	4-6	M-21	Provides a guide for teaching, with suggestions for changing from manuscript to cursive writing, for testing, and for correcting errors. A type lesson is included.
	Music	1936	S-H	M-255	Offers a flexible guide for teaching choral classes, music appreciation, theory, instrumental music, piano, voice class, applied music, and Christmas concerts. Presents practices and plans with suggested references for each.
	Phys. ed.	1935	J-H	P-111	Suggests content and procedures for a series of units for junior high school boys.
	do	1936	S-H	P-85	Follows the earlier plan for senior high school boys.
	Safety	1936	S-H	M-11	Suggests content, procedures, and references for a safety program to promote the proper and safe use of motor vehicles.
	Science	1936	4	M-46	Outlines an integrated unit on sea life, with emphasis on science, reading, language, and art.
	Social st.	1936	1	M-91	Reports how a unit on pets was developed in first grade, to illustrate means of enriching experience and integrating school subjects.
	do	1936	2	M-43	Reports a unit on the post office as developed in the classroom. Outlines content and materials used, and suggests other possible approaches, activities, and outcomes.
	do	1936	3	M-98	Outlines an integrated unit on Japan as developed in the classroom. Outlines content by subject—science, social science, English, spelling, fine and practical arts. Gives additional suggestions for activities and procedures.
	do	1936	5	M-58	Presents an integrated unit on clothing, indicating the place of all subjects in the development of the unit.
	do	1936	6	M-64	Reports an integrated unit on Man and His Records, as it was recorded by the teacher. Contains suggestions for expansion.

## COURSES OF STUDY

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
		1	2	3	4
			5		
CALIFORNIA—Con't					
Long Beach.....	Social st.....	1934	7.....	M-75	Outlines units of study by problems, suggesting possible approaches, activities, and outcomes. Includes a broad reading list of basic and supplementary references, and related library readings in fiction, biography, and drama.
	do.....	1934	8.....	M-78	Continues from grade 7.
	do.....	1934	9-4.....	M-71	Follows the plan for grade 7.
	Spelling.....	1934	7-9.....	M-19	Lists spelling words chosen from social studies for use with the course of study in social studies.
Los Angeles.....	Com. ed.....	1934	S-H.....	M-12	Gives general instructions, progress schedules, proficiency tests, and grading scales for machine book-keeping.
	English.....	1935	7-12.....	P-140	Intended as a manual of usage, a source book of information, and a guide to teaching procedures.
	General.....	1936	K-8.....	P-86	Defines minimum essentials for the elementary school.
	do.....	1936	K-8.....	P-35	Describes the work done for handicapped children.
	Phys. ed.....	1936	3.....	P-213	Provides a guide for administering a program in physical education. Lists possible activities, suggests methods of organizing and teaching games, and lists suitable materials—phonograph records, supplies, and professional readings.
	Safety.....	1937	S-H.....	P-49	Presents precautions and safety regulations for the various fields of vocational and industrial arts.
	Science.....	1936	8.....	P-24	Suggests problems for discussion and their interpretation for classroom use, together with a bibliography for teachers.
	do.....	1934	9.....	M-110	Organizes problem units and suggests procedures, references, and visual aids in parallel columns.
	Social st.....	1934	5A.....	P-37	Provides materials and lists of activities relating to Mexico, to be used in developing a unit.
	do.....	1934	5A.....	P-61	Presents materials and activities for use in a unit on South America.
	do.....	1934	5-6.....	P-20	Suggests materials and activities relating to clocks and timepieces.
	do.....	1936	5-6.....	M-84	Gives information concerning the citrus industry in California. Illustrated by line drawings. Intended for use in developing units of work.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Los Angeles.....	Social st.....	1936	9-10.....	P-158	Suggests methods of approach, procedures, activities, bibliographies, and culminating activities for integrated units incorporating music, art, literature, and the social, economic, and political life of different peoples, in a course on world cultures.
	.....do.....	1936	9-10.....	P-246	Continued.
	.....do.....	1936	11-B.....	P-111	Provides a course in problems of American citizenship, including safety, morals, health, housing, and other public and personal problems.
	.....do.....	1936	11-A.....	P-156	Continues the earlier course in problems of American civilization, including a study of governmental agencies and activities, citizenship, and the United States in world affairs.
Modesto.....	General.....	1936	S-H.....	P-91	Outlines content of courses to serve as a counselor's guide in recommending courses.
	Social st.....	1934	1-5.....	M-95	Outlines major units and suggests related problems, subject matter, activities, and teacher and pupil references.
	.....do.....		6.....	M-100	Outlines the content of 16 social science units, and suggests reference books, methods of approach, activities, and low-cost materials. Includes a type lesson with aids for using the activity period and for correlating social science with other subjects.
Monrovia.....	General.....	1937	9-12.....	P-28	Lists courses. (Handbook.)
Montebello.....	.....do.....	1936-37	9-12.....	P-1	Lists required and elective courses. (Program of studies.)
Needles.....	.....do.....	1935-36	7-12.....	P-8	Lists courses and gives general information. (Handbook.)
Oakland.....	Business ed....	1935	S-H.....	M-16	Outlines topics to be included in a series of units on personal business problems.
	Social st.....	1936	8-9.....	M-23	Provides a guide for organizing content around large centers of interest for low and high groups; and for selecting appropriate activities and experiences.
	.....do.....	1935	11-12.....	M-62	Directs attention to the problems of our economic, political, and social life with the aim of making pupils intelligent about them. Provides teachers' outlines and guides for each unit with lists and illustrations of typical activities and experiences.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Oroville.....	Arithmetic.....	1935	3-8.....	M-20	Indicates minimum work for each grade by chapters in the basal text for each quarter. States specific objectives to be attained and vocabulary to be mastered each year.
	Language.....	1934	1-8.....	M-60	Outlines the topics to be taught in oral and written English by grade. Gives a detailed plan for a 5-week program of instruction in written composition, taught 3 days a week, including narration, description, exposition, the business letter, and creative poetry.
	Reading.....	1935	1-8.....	M-32	Offers a guide to teachers in the form of outlined objectives, materials, methods, relative emphasis on oral and silent reading, and attainments for each grade.
	Social st.....		1-8.....	M-166	Organizes history, geography, civics, character training, elementary, economics, sociology, and occupations into an integrated course for the purpose of making pupils familiar with the modern complex world. Suggests approaches, activities, correlations with other fields, and bibliographies for teachers and pupils for each unit. Gives several sample units.
Palo Alto.....	Art.....	1935	1-12.....	M-3	Indicates work for each grade in art representation, design, and applied art.
	English.....	1936	1-6.....	M-43	Outlines subject matter and materials and defines expected outcomes in each phase of English.
	.....do.....	1935-36	7-12.....	M-21	Outlines content, materials, and procedures appropriate for different phases of English.
	General.....	1935-36	K.....	M-10	Indicates subject matter, materials, and desirable attainments for separate fields of work.
	Home econ.....	1935	7-12.....	M-8	Lists topical units.
	Hygiene.....	1936	K-12.....	P-63	Outlines content and references for units of work arranged for groups of grades.
	Modern lang.....	1936	5-12.....	M-19	Defines outcomes and suggests activities and content for course in different languages.
	Phya. ed.....	1935	1-6.....	M-12	Lists activities for each grade by semester.
	.....do.....	1935-36	7-12.....	M-6	Lists activities by term for high-school boys.
	.....do.....	1935-36	7-12.....	M-4	Lists activities to be carried on during the class period and after school by high-school girls.
	Science.....	1936	1-6.....	M-36	Outlines subject matter and references for each grade by topical units.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
<b>CALIFORNIA—Con.</b>					
Palo Alto.....	Science.....	1936	7-12.....	M-42	Consists mainly of unit objectives for general science courses, physical science, physics, and chemistry, with citations of subject matter from commonly available publications.
	Social st.....	1935-36	1-6.....	M-6	Indicates topics to be taught in history and geography.
	.....do.....	1935-36	7-12.....	M-16	Outlines subject matter for topical units by grade.
Pasadena.....	Arithmetic.....	1936	1-6.....	P-63	Gives general suggestions for teaching arithmetic, for evaluating growth, and for correcting pupil difficulties.
	General.....	1936	1-6.....	P-720	Outlines integrated units for each grade. Suggests materials and activities, defines expected outcomes, illustrates a typical daily program, and describes informal teaching techniques.
	Language.....	1936	1-6.....	P-187	Gives general aids for teaching reading, spelling, handwriting, and language. In oral and written English, guiding principles, illustrative materials, and suggestive criteria of evaluation are given for both primary and intermediate grades.
	Science.....	1936	1-6.....	P-53	Presents a general overview of the place of science in the elementary curriculum, of sources of material and equipment, and of the development of units involving the various science fields.
Sacramento.....	Social st.....	1936	1.....	M-52	Outlines integrated units on the following centers of interest: Pets, home and community, and toys. Suggests activities and materials, the latter including music, songs, stories, poems, and visual aids, for each center of interest.
San Jose.....	Reading.....	1935	1-6.....	P-166	Defines standards of attainment for each grade, lists texts appropriate for different levels of ability, provides samples of special lessons, and gives basic vocabulary lists to guide the construction of seat work.
Santa Clara.....	General.....		6-8.....	M-92	Outlines content to be covered in all school subjects and defines minimum essentials for each.
Santa Cruz.....	Arithmetic.....	1935-36	1-6.....	M-7	Names basal and supplementary texts in arithmetic for each grade, and indicates desirable standards of attainment.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Santa Cruz.....	English.....	1936	7-9.....	M-34	Outlines content to be covered in grammar, composition, and literature, and suggests means of developing oral and written English and literary appreciation. Sets up objectives for enjoyment of photoplays and radio broadcasts.
Taft .....	General.....	1936	K.....	M-120	Provides a series of general points of view toward the kindergarten child, his curriculum, and school environment. Suggests procedures for developing related centers of interest in social science, and for providing experiences in numbers, arts and crafts, language, literature, music, health, and other subjects.
	.....do.....	1934	6.....	M-276	Provides a transition from a subject-matter program to a more functional and integrated one, through the organization of large units of work. These draw largely upon various fields—literature, music, art, etc. Each section of the course of study indicates the materials and experiences that may be taught best through integration, or in isolation.
<b>COLORADO</b>					
Alamosa.....	do.....	1934	1-6.....	M-86	Outlines objectives, procedures and materials for teaching each of the elementary-school subjects, and gives sample units in geography and history.
Colorado Springs.....	Art.....	1936	1-6.....	M-7	Suggests content of a course in art by outlining five units to show progress from grade to grade. The units include picture study and appreciation, lettering, color, construction and design, and drawing.
	Com. ed.....	1934	8-H.....	M-13	Describes courses offered for commercial diplomas, gives information relative to openings in various occupations, and shows the subjects which employers and employees believe important. Prepared for the information of parents and the guidance of students.
	English.....	1934	7-9.....	M-20	Outlines a program in reading and literature, composition, spelling, and writing for each year of the junior high school for B groups.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
COLORADO—Con.					
Colorado Springs	English.....	1935	7-9.....	M-68	Suggests plans for enriching English and literature for C groups through activities relating to social and natural sciences, music, art, newspapers and magazines, photoplay appreciation, radio listening, creative writing, and motivated oral English.
	General.....	1936	7.....	M-18	Gives an outline of integrated activities for 7C groups centering around the history and literature of Colorado and the Southwest in art, physical education, music, science, English, social science, home economics, and industrial arts.
	.....do.....	1935	7-9.....	M-7	Provides a program of studies with subjects prescribed for A, B, and C groups.
	History.....	1935	4-6.....	M-4	Presents the point of view underlying the work in history for the intermediate grades and justifies the assigned units.
	Literature.....	1936	1-3.....	M-25	Lists poems, tales, and plays for primary pupils by topic and by semester. Includes some copies of poems taken from sources not readily obtainable, and a graded list of library books checked for placement by all primary teachers.
	Music.....	1936	1-6.....	M-16	Contains general suggestions, a cumulative memory list, song material for each grade, Christmas carols, requirements in theory, and other music helps.
	Nature st.....	1934	1-3.....	M-22	Includes a tabular outline showing correlation of topics between grades as well as the sequence of subjects through each grade by months. Gives suggestions for teaching by month and grade.
	Phys. ed.....	1934	4.....	M-29	Outlines monthly lessons and gives suggestions for corrective work and for other aspects of physical education.
	.....do.....	1934	6.....	M-33	Outlines content of a course by month, suggesting corrective exercises, lessons in hygiene, rhythm, games, and stunts.
	.....do.....	1934	7-9.....	M-41	Gives helps for teaching junior high school girls, and suggests a series of monthly lessons. Each lesson includes corrective exercises, hygiene, rhythm, games, and stunts.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>COLORADO—CON.</b>					
Colorado Springs	Social st.	1936	1.....	M-8	Deals with the attainment of desirable social objectives—cooperation, courtesy, consideration of the rights of others, etc., through a unit on Living Together at Home. Suggests materials, activities, and procedures.
Denver	English	1935	10-12.....	P-35	Supplements and revises the tentative lists of books given in earlier courses in English.
Grand Junction	Arithmetic		2.....	T-2	Outlines subject matter and suggests methods and approaches.
do			6.....	T-4	Outlines content of course.
Greeley	General	1936-37	9-12.....	M-24	Lists and describes courses offered. (Handbook.)
<b>CONNECTICUT</b>					
Hartford	Arithmetic	1936	4-8.....	P-7	Proposes certain modifications in an earlier course of study in arithmetic.
	Art	1936	1-6.....	M-18	Outlines by grades the activities which should serve as a basic course in art. Emphasizes the importance of art in the community and identifies local points of artistic interest.
	English	1935	7-8.....	M-15	Gives a topical outline in grammar, literature, spelling, and composition by semester.
do		1935-36	9-12.....	P-9	Outlines a prescribed minimum of subject matter in English. The number of recitation periods recommended for the study of literary masterpieces is indicated.
	Health	1936	K-3.....	M-36	Provides a statement of general objectives, principles, and procedures. Gives specific suggestions for training in health, suggested supplementary materials, such as height, weight, and age tables, sample teaching units, and bibliographies for teachers and pupils.
	History	1936	9-12.....	M-8	Outlines subject matter in ancient history by semester.
	Home econ.	1936	7-12.....	M-150	Outlines a series of units on home-making in terms of problems relating to food, clothing, and management. Lists activities, experiences, and materials in parallel arrangement.
	Indus arts	1936	6-12.....	M-45	Outlines courses in woodwork, printing, mechanical drawing, and home mechanics, suggesting appropriate content and methods.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CONNECTICUT—Con.</b>					
Hartford.....	Mathematics	1935	7-9.....	M-47	Outlines topics by semester, and suggests pupil activities related to each. Provides three courses for ninth grade to be adapted to pupil attitudes and probable careers. Correlates home and personal problems with everyday life of the pupil and attempts to show the function of mathematics outside of school.
.....do.....		1936	10-12.....	M-2	Lists briefly topics to be covered.
Music.....		1936	1-6.....	M-4	Lists topics by grade and gives general suggestions for teaching.
Science.....		1935	7-9.....	M-29	Outlines a series of units for grades 7 and 8, each containing a statement of underlying concepts, lists of texts, references, visual and other aids and suggested experiments. The ninth-grade course presents only a subject-matter outline.
.....do.....		1936	7.....	M-24	Offers a tentative plan for teaching social studies by an outline of topics, vocabulary, and references for each unit. Procedures are left to the teacher's initiative.
.....do.....		1936	8.....	M-47	Outlines content in terms of general unit objectives, and suggests references and activities for each unit. One unit differentiates references for ability groups.
Middletown.....	do.....	1936	9-11.....	M-47	Follows plan of grades 7 and 8.
.....do.....	General.....	1934	9-12.....	P-8	Lists required and elective courses for different types of diplomas. (Handbook.)
Stratford.....	Music.....	1934-5	1-8.....	M-29	Defines attainments, gives specific direction for teaching music, and lists songs classified according to theme.
.....do.....	Social st.....	1935	8.....	M-42	Organizes a series of units each containing a statement of the overview, suggested approaches, activities, and sample tests.
<b>DELAWARE</b>					
Wilmington.....	do.....	1935	1-12.....	P-42	Includes a statement of time allotment, concepts to be developed, and place of emphasis in relation to centers of interest, and relates language activities for each grade to the social studies program.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
DISTRICT OF COLUMBIA					
Washington	Art	1934	6.....	M-35	Relates art work to the subject units in the elementary curriculum. Incorporates principles of design, color, and composition in drawing and painting, architecture, and clothing of the peoples studied in the social studies.
	Science	1934	7-9.....	M-19	Arranges general science material into a series of units.
FLORIDA					
Palmetto	General		9-12.....	M-1	Lists required and elective courses. (Program of studies.)
Winter Park	do	1934-36	7-12.....	M-1	Lists courses offered. (Program of studies.)
GEORGIA					
Atlanta	Social st.	1936	11 or 12....	M-48	Offers a plan for integrating art, music, mathematics, science, and other subjects into a unit on housing and home building. Suggests activities, procedures, and bibliographies.
Marietta	General		9-12.....	P-4	Lists required and elective courses for different types of curricula.
IDAHO					
Preston	Handwriting		1-12.....	M-33	Suggests equipment, content, and procedures for teaching handwriting in all grades, and indicates ways of correlating with other subjects.
ILLINOIS					
Abingdon	General	1936-37	8-H.....	"P-7	Includes schedules of required and elective courses. (Handbook.)
Barrington	do	1936-37	9-12.....	P-28	Includes brief description of courses. (Handbook.)
Chicago	Art	1936	5-8.....	P-16	Lists materials and subject-matter for teachers to use in teaching creative art. (Illustrated.)
	History	1936	12.....	M-30	Approaches American history through current events, choosing problems and phases of American life that are set forth in current periodicals, as taxation, education, agriculture, and public services. Includes guide sheets for students.
	Indus. Arts	1935	1-3.....	P-46	Indicates types of procedures to employ in enriching basic subjects with handwork. Describes class and individual projects. (Illustrated.)

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
ILLINOIS—Con.					
Chicago	Indus. Arts	1936	4-6	P-54	Describes two projects for each grade: Indians of Southwest, and the Circus; Home Life in Colonial Days, and the Story of Chicago; and European Tour, and The Evolution of Printing. Describes also ways of using handwork in connection with regular classroom program for the purpose of vitalizing learning. (Illustrated.)
	do	1936	7-8	M-85	Presents lists of handwork activities to be carried on in connection with social studies, science, English, art, and arithmetic. Sufficient suggestions are provided to permit correlation into one large construction unit or into individual projects.
	do	1936	1-8	P-73	Describes a series of projects showing the use of crafts in different grades, including methods of approach, organization of methods and activities, types of achievement, and references for teachers and pupils.
	do	1936	1-8	P-15	Explains technique of constructing dioramas and table problems. (Illustrated.)
	do	1936	1-12	P-9	Describes the method of bookmaking. (Illustrated.)
	do	1936	Elem.	P-17	Describes and illustrates hand loom and basket weaving.
	do	1936	Elem.	P-14	Describes methods of making lantern slides, maps, and charts. (Illustrated.)
	do	1936	Elem.	P-16	Gives directions and illustrations for constructing marionettes and puppets.
Edwardsville	General	1935	1-8	M-37	Provides topical outline for each semester.
	do	1936	9-12	P-4	Lists course requirements in different curricula.
Elmhurst	Arithmetic	1936	Prim.	M-48	Arranges subject-matter, activities, procedures, and materials, parallel to the specific objective of each unit.
	do	1936	5	M-28	Continued.
	do	1936	6	M-29	Outlines topical units, suggesting activities, procedures, and materials.
	Art	1936	K	M-6	Outlines the pupil activities, teaching procedures, and materials of instruction appropriate to the several problems related to the major art unit in the kindergarten—How the Child Makes His Acquaintance with Art Media.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ILLINOIS—Con.</b>					
Elmhurst.....	Art.....	1936	1.....	M-10	Outlines pupil activities, teaching procedures, and materials of instruction for use in three art units: How Art Expression is Related to Our Home, to Our School, and to Our Community.
	.....do.....	1936	2.....	M-4	Outlines a single unit on How Art is Supplied to Our Environment by Nature.
	.....do.....	1936	3.....	M-6	Organizes a unit on How Art Expression is Aided by the Development of a Graphic Vocabulary.
	.....do.....	1936	4.....	M-6	Outlines a unit on How All Art Expression Involves the Use of the Principles of Composition.
	.....do.....	1936	5.....	M-24	Lists activities and provides content for instruction in teaching the problems related to the unit: How Art Expression Exemplifies the Spirit of the People.
	.....do.....	1936	6.....	M-6	Outlines a unit on How Art Was a Means of Expression for Primitive Man.
	English.....	1935	3-6.....	M-28	Outlines units on letter writing, conversation, discussion, creative writing, reports, reviews, and summaries, and other types of oral and written expression.
	.....do.....	1934-35	7-8.....	M-24	Outlines 10 units in composition with pupil activities, teaching procedures, and materials of instruction arranged in parallel columns. Teaching procedures follow Morrisonian technique.
	Geography.....	1935	5.....	M-15	Outlines a series of problems related to a single unit, and organizes content, activities, procedures, and materials in parallel arrangement.
	.....do.....	1935	6.....	M-11	Continued.
	Health.....	1934	3.....	M-32	Presents 3 units in health on food, sleep and rest, cleanliness, and safety first. Each unit follows the Morrisonian technique.
	.....do.....		4.....	M-40	Includes 6 units on food, sleep and rest, fresh air and sunshine, exercise and posture, first aid and safety first, and cleanliness.
	.....do.....	1934-35	5.....	M-24	Organizes subject matter into units on the body, its functions, and maintenance.
	.....do.....	1935	6.....	M-34	Provides units dealing with community sanitation and public health.
	.....do.....	1935	8.....	M-30	Organizes units on foods and the human body.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ILLINOIS—Con.</b>					
Elmhurst	Science	1935	3.....	M-16	Organizes a series of problems related to a unit on the earth and sky, each with exploratory test, presentation talk, references, activities, and assimilation test.
	do	1935	4.....	M-11	Continues with a unit about the earth.
	do	1935	6.....	M-16	Follows plan for earlier grades for a unit on the relation of the earth to other bodies in the universe.
Fulton	General	1936-37	9-12.....	M-2	Lists required and elective courses.
Joliet	Art	1936	1-6.....	M-22	Serves as a guide to teachers through suggested units. Weekly time allotments are included to provide a balanced program of creative activity and directed teaching, but materials and activities are left to the teacher.
	do	1936	7-8.....	M-22	Sets forth the minimal essentials of units which introduce the student to art on the adult level, through understanding of principles of art, and appreciation of work of others. Definite activities are omitted, leaving teachers and pupils to adapt the units to immediate situations, to integrated programs, and to individual capacities and interests. References are listed by units.
	Home econ	1936	7-8.....	M-43	Presents a series of experiences each providing a list of student objectives, a plan of work, suggested activities and references. Includes also an annotated list of books for girls which reflect some aspect of home life.
Kankakee	General	1936-37	1-8.....	M-54	Intended to guide teachers in the use of textbooks, in formulating subject matter, in presenting facts and principles, and in selecting materials.
La Grange	Arithmetic		1-8.....	M-19	Lists topics to be taught by 6-week periods in each of the 8 grades.
	English		6-8.....	M-23	Lists minimal essentials in grammar by page references to basal text, suggests 100 topics for narrative composition, and 110 for exposition, provides suggestions for stimulating the English class, and lists children's books by grade.
	Geography		4-7.....	M-15	Outlines topics to be covered in basal text by 6-week periods.
Princeton	Social st	1936	1-8.....	M-74	Provides unit outlines from the learning rather than the teaching side. Each unit embodies unit understandings, learning outcomes, guided experiences, and materials.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ILLINOIS—Con.</b>					
Rockford.....	English.....	1936	9-12.....	M-82	Outlines content for courses in the various phases of English.
	Home econ.....	1934	9-12.....	M-13	Outlines content, teaching devices, and references for units. Includes also units for boys on everyday living.
	Phys. ed.....	1934	10-12.....	M-21	Includes an outline of a course in physical education for girls, regulations of girls' athletic association, and an outline of lectures on hygiene.
Rock Island.....	Civics.....	1936	S-H.....	M-41	Outlines units in civics with suggested references and projects.
	English.....	1934	1-6.....	M-41	Provides the teacher with a series of standards of accomplishment in the various phases of oral and written English, and good usage, to guide the work of each grade.
	.....do.....	1936	12B.....	M-42	Suggests activities, reading, references, and study questions for units in familiar essay and lyric poetry, novel, and miscellaneous types of prose non-fiction.
	.....do.....	1936	12A.....	M-27	Suggests activities, references, and plan for student self-appraisal in connection with units in short story, narrative poetry, drama, motion-picture appreciation, newspapers, and magazines.
	History.....	1935	10.....	M-89	Provides a series of units, each containing a statement of objectives, a required outline, textbook references, and an identification test of persons, events, dates, and places.
	Home econ.....	1936	7-9.....	M-35	Suggests learning activities, references, and illustrative materials for units on clothing and textiles, home planning and furnishing, care of young children, foods and nutrition, and other aspects of home economics.
	Sociology.....	1934	S-H.....	M-54	Outlines the content for a series of units and indicates required problems and projects. The units include Man and His Environment, Human Nature, Our Social Heritage, Our Social Institutions, and Some Social Problems.
	.....do.....	1935	S-H.....	M-31	Provides study outline on units dealing with problems of social, economic, and political adjustment, and of race and nationalism, indicating references and required projects. Follows earlier course in sociology.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ILLINOIS—Con.</b>					
Winnetka.....	English.....	1936	Elem.....	P-181	Provides a text in functional grammar based upon the following techniques: Goals of achievement in place of time units, self-instructive, self-corrective practice materials leading to mastery of each goal, and complete diagnostic tests. Includes practice tests which the pupil uses before taking the real tests. (Published separately.)
	.....do.....	1936	Elem.....	P-18	Includes tests to accompany the text in functional grammar.
	General.....	1-8.....		P-46	Gives minimum requirements of each grade in terms of pupil goals.
	Social st.....	1936	Elem.....	P-130	Provides a textbook in history and geography called <i>In the Days of the Romans</i> .
	.....do.....	1936	Elem.....	P-21	Compiles a set of exercises to use with text <i>In the Days of the Romans</i> .
	.....do.....	1936	Elem.....	P-13	Provides tests to accompany <i>In the Days of the Romans</i> .
<b>INDIANA</b>					
East Chicago.....	Arithmetic.....	1936	1-8.....	M-28	Outlines units of subject matter and suggests the kind of drill exercises and tests useful at each grade level.
	General.....	1936	K.....	M-58	Includes objectives and suggested experiences for the major fields of work and reports integrated units developed in the classroom.
	Reading.....	1936	1.....	M-18	Discusses certain problems of reading readiness: What it is, how it can be developed, determined, and evaluated.
	Social st.....	1936	1-8.....	M-117	Organizes a series of units covering 2 cycles. The first, grades 1B-2B, stresses the theme of interdependence through units on the home and the community; the second, grades 2A-3A, stresses adaptation to environment through units of primitive and pioneer life.
Evansville.....	Arithmetic.....	1935	K-1.....	M-7	Defines objectives for average, slow, and superior groups, and suggests materials, number stories, seat work, and teachers' references.
	.....do.....	1935	2.....	M-10	Follows plan of adapted text. Suggests activities to vitalize number lessons.
	.....do.....	1935	3.....	M-7	Suggests activities and references for a series of topical units.
	.....do.....	1935	4.....	M-9	Follows plan of grade 5.
	.....do.....	1935	5.....	M-11	Continued.
	.....do.....	1935	6.....	M-8	Do.
	English.....	1935	5-6.....	M-18	Outlines content and suggests activities and references.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>INDIANA—Con.</b>					
Evansville.....	English.....	1935	7-8.....	M-17	Outlines the content of a course in oral and written expression and suggests pupil activities.
	Health.....	1934	K-1.....	M-32	Includes objectives, activities, and procedures pertaining to different aspects of health, and suggestions for surveying health conditions and health practices of pupils.
	Reading.....	1935	1.....	M-19	Suggests basis for classifying pupils for reading, and states objectives and activities for groups A, B, and C. Provides sample lessons correlating reading with social studies and nature study.
	.....do.....	1935	2.....	M-9	Gives basis for classifying pupils and organizes content by seasons, correlating with science and the social studies.
	Science.....	1935	7-8.....	M-39	Provides a guide to the use of references and suggests questions and experiments in general science.
Hammond.....	Safety.....	1936	K-12.....	P-29	Provides a handbook of information for pupils and parents.
Indianapolis.....	Arithmetic .....	1936	1-6.....	M-84	Defines outcomes, suggests materials and activities, and lists references for topical units.
	Art.....	1936	7-9.....	M-49	Organizes a series of units by semester. Emphasis in the fall semester is on principles of structural and decorative design; in the spring on intelligent appreciation of beauty in common objects. Emphasizes the values and functions of art in everyday life.
	English.....	1934	7-9.....	M-192	Outlines units in expression and literature in 3 cycles for each grade, suggesting means of adapting materials and activities to ability groups, defining essential and enriched outcomes, and giving guidance in remedial reading.
	Mathematics..	1934	7-9.....	M-63	Outlines content, suggests materials and activities, and defines specific outcomes for a series of subject units.
	Music.....	1936	7-9.....	M-114	Outlines a course in vocal music, listening lessons, instrumental music, and music interest clubs. Includes suggested activities, teacher's lesson plans, pupils' and teacher's achievement checks, suggestions for correlation with social studies, and lists of basic and enrichment materials.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
INDIANA—Con.					
Indianapolis.....	Phys. ed.....	1936	7-9.....	P-133	Organizes courses in physical education, safety, and health, suggesting materials, methods, and outcomes for rhythmic activities, stunt activities, athletic events for boys and girls, games, and contests.
	Science.....	1935	7-9.....	M-93	Organizes a series of units in general science, each divided into sub-units for which are given specific outcomes, suggested materials and activities, reading references, topics for pupils' reports, desirable apparatus, and equipment.
	Social st.....	1934	7-9.....	M-163	Consists of a series of units pertaining to our national life, world life, and group life. Each unit contains a summary of content, list of suggested activities, materials, and reading references, and a statement of specific outcomes in terms of basic knowledge, habits, and attitudes. Emphasizes social, industrial, and economic phases of life, and character development.
Jasenville.....	General.....	1934-35	7-12.....	M-12	Lists required and elective courses. (Handbook.)
Kokomo.....	Social st.....	1935-36	1.....	M-47	Suggests materials, procedures, and extensive activities, and defines expected outcomes for a series of units. Provides for enrichment beyond basic essentials.
Michigan City.....	Health.....		1.....	M-34	Suggests materials and activities for a series of units in health—one for each month of the school year. Outlines subject matter in detail.
	.....do.....	1935	2.....	M-77	Contains material for teaching health—Rhymes, poems, stories, and plays.
Mishawaka.....	English.....	1936	1-3.....	M-56	Organizes the teaching of English under 7 major divisions: Informal conversation, oral and written composition, story telling, poetry for appreciation and for memorization, creative writing of verse, and dramatization. Under each division are stated objectives, desirable standards of attainment, suggested methods and a bibliography for teachers and pupils.
	.....do.....	1935	4-6.....	M-35	Outlines procedures and outcomes for each aspect of English, and suggests means of vitalizing the program.
	Reading.....	1936	1B.....	M-15	Provides a guide for teachers of the junior 1B section, composed of pupils who are adjusting to the work of beginning reading.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
INDIANA—Con.					
Mishawaka.....	Reading.....	1934	1-6.....	M-28	Provides outlines in reading with emphasis on methods and procedures appropriate for attaining specific grade objectives. Grade assignments for strong, average, and slow groups are given, specific attainments defined, and self-appraising formulated for the use of teachers.
Muncie.....	Art.....	1934	1-6.....	M-24	Organizes instruction by a series of art problems arranged under five headings; Color, form, arrangement, lettering, and construction, in sequence. Lists pupil activities and procedures parallel to expected outcomes.
	do.....	1935	7-9.....	M-36	Provides a general plan for each grade, showing expected outcomes and suggested procedures in parallel columns. Each plan includes lists of suggested problems for creative expression and exercises in color lettering, etc. Sample units on leather craft and marionettes are also included.
	English.....	1934	7-9.....	P-221	Provides a maximum course in terms of units in oral and written expression for each grade, suggesting materials, activities, and procedures.
	Health.....	1936	7-9.....	M-59	Outlines units and divides responsibilities for health activities among the various school subjects for the purpose of attaining specifically defined health habits. A teaching supplement sets forth the health program as a whole and fits it into the total educational scheme.
	Science.....	1935	7-9.....	M-96	Organizes the course into major units or principles, each analyzed into concepts from which are derived teaching units or problems. Suggests activities, materials, and outcomes.
	Social st.....	1935	4-6.....	M-264	Suggests materials and procedures for a series of units correlated with reading, art, music, and English.
Noblesville.....	General.....		9-12.....	P-1	Lists required and elective courses. (Program of studies.)
Richmond.....	Vocational ed.	1935	9A.....	M-27	Supplies vocational information through a series of units, each with suggested procedures, activities, and materials in columnar arrangement.
Union City.....	Art.....	1936	9A-10B....	M-21	Outlines lessons and lectures for two courses—art, and art appreciation.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features	
1	2	3	4	5	6	
<b>INDIANA—Con.</b>						
Vincennes.....	Guidance.....		7-8.....	M-45	Presents a variety of types of lessons on guidance. Some list desirable conduct reactions in particular situations and suggest topics for discussion; others outline informational content to be taught and pupil activities related to the content.	
	.....do.....		9-12.....	M-61	Outlines by grade the topics to be covered in a guidance course.	
	Safety.....	1936	K-8.....	M-48	Outlines procedures for teaching safety at home, on the playground, and on the street, and suggests appropriate pupil activities by grade.	
<b>IOWA</b>						
Council Bluffs.....	Social st.....	1934	K-3.....	M-225	Suggests approaches, learning situations, culminating activities, and methods of correlating content and evaluating the work of a series of units.	
	Cresco.....		9-12.....	M-1	Lists required and elective courses. (Program of studies.)	
	Des Moines.....	Dramatics....	1936	S-H.....	M-228	Gives an overview of content and a detailed outline of each unit.
		Modern lang...	1935	S-H.....	M-298	Gives general suggestions for teaching French, an overview of the course, and details of a series of units in columnar arrangement.
		Social st.....	1935	K-2.....	M-376	Begins a series of units to be continued throughout the school system, each organized as follows: A preview, stated objectives, suggested subject matter, materials, teacher information, and outcomes. Units deal with everyday life in school and community.
		.....do.....	1935	3.....	M-282	Presents a series of units carrying forward the aim to direct social living. Includes suggested activities, materials, and techniques. Major units: Indians, meat and meat packing, woolens and wool, corn and corn products, building materials, wholesale houses, and Des Moines.
		.....do.....	1935	4B.....	M-83	Outlines three units suggesting ways of developing the unit, and giving a body of supplementary content beyond the basic materials of the unit.
		.....do.....	1935	9.....	M-20	Offers an aid to teachers for teaching and relating community life problems to the total program of social studies.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>Iowa—Continued</b>					
Des Moines.....	Speech.....	1936	8-H.....	M-171	Includes an overview of speech situations, objectives, and outcomes of the course, and outlines each unit in detail with teaching suggestions for each.
Hampton.....	General.....	1935-36	9-12.....	P-18	Schedules courses by semester. (Handbook.)
Jefferson.....	do.....	1935	9-12.....	P-24	Includes a list of courses. (Handbook.)
Mason City.....	Health.....	1935	1-6.....	M-6	Gives general suggestions for teaching with time schedules and assignment of topics by week.
	History.....	1935	1-8.....	M-22	Suggests a time schedule and general suggestions for teaching various topics.
Osage.....	General.....	1936-37	9-12.....	P-8	Lists courses of study. (Handbook.)
Sec City.....	English.....		1-12.....	M-39	Outlines subject content for all phases of English.
	Guidance.....	1936-37	7-9.....	M-78	Outlines plans for social, moral, recreational, and vocational guidance through home-room activities. Reproduces stories and poems and provides a bibliography.
Sioux City.....	Art.....	1935-36	1-6.....	M-93	States art principles and elements and suggests lessons for primary and intermediate grades with specific treatment of lettering, poster making, landscape drawing, and other aspects of art. (Illustrated.)
	Health.....	1935	1-6.....	M-108	Suggests activities and content and defines outcomes of a series of units.
	Language.....	1934	K-6.....	M-47	Gives general suggestions for teaching and testing, analyses life situations in spoken and written language and defines outcomes by grade.
	Social st.....	1935-36	6.....	M-29	Defines unit understandings, outlines subject-matter, and suggests activities and references for a series of units.
West Waterloo.....	English.....	1935-36	4-6.....	M-50	Defines goals by 6-week periods and suggests references and procedures. Indicates correlated references to other subjects at the end of the outline for each period.
	do.....	1935-36	7-9.....	M-64	Outlines topics in English, giving references, suggestive activities and drills, and, in some cases, time allotment and suggestive tests.
	Geography.....	1934	4-6.....	M-122	Gives general suggestions for developing and teaching a unit, defines standards of attainment, and outlines units by grades, showing means of adapting them to different abilities of pupils.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>KANSAS</b>					
Anthony	General	1936-37	1-12	M-34	Lists courses and suggests daily schedules. (Announcement.)
Kansas City	Art	1935	4-6	M-27	Outlines work by 6-week periods and provides helps in special processes.
Newton	General	1936-37	K	M-38	Outlines a series of units for kindergarten, each of which lists aims, procedure—approach, development of interest, activities, and use of stories, poems, songs, games, rhythm, and dramatization.
<b>KENTUCKY</b>					
Cumberland	do		9-12	M-1	Lists courses. (Program of studies.)
Harlan	do	1936-37	7-12	M-2	Do.
Louisville	Arithmetic	1934	1-6	M-21	Outlines general and specific objectives, activities, and minimum attainments for each grade.
	Business ed.	1934	S-H	M-28	Organizes 8 units in bookkeeping dealing with consignments, organization of a corporation, opening and closing entries of a corporation, and other topics peculiar to a corporation. Arranges objectives, activities, and content in parallel columns.
	do	1934	S-H	M-25	Organizes 8 units for a first course in accounting, dealing with the accounting equation, balance sheet, profit and loss statement, and other topics. Includes unit report forms for the teacher.
	do	1935	S-H	M-23	Outlines a course in accounting II.
	do	1935	S-H	M-39	Orients the student in the elementary economics of consumption, financial institutions, and principles of money management and sound investment. The course is divided into 7 units, each with an outline of content and suggested activities and readings. Attainments are defined in terms of unit concepts.
	do	1936	S-H	M-61	Presents 4 units in Business Principles II: The consumer, advertising, frauds and their detection, and techniques of buying, each providing suggested approaches, activities, outcomes, and bibliographies for pupils and teachers.
	Chemistry	1935	S-H	M-62	Presents general principles and techniques, and organizes 9 units, with statement of basic understandings, outline of subject matter, suggested activities, and references. A bibliography for teachers and some suggested experiments are also given.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>KENTUCKY—Con.</b>					
Louisville	Com. ed.	1934	S-H.....	M-35	Outlines subject matter by weekly periods and provides work-sheet assignments of increasingly difficult material for a beginning course in typewriting.
	.....do.....	1935	S-H.....	M-55	Outlines work for each day of a second course in typewriting. Suggests procedure and method, and provides a bibliography for the teacher.
	.....do.....	1934	S-H.....	M-23	Presents a course in stenography IV. Deals with demands of modern business for well-trained secretaries and stenographers, suggests prognostic tests, and discusses the deterrents to stenographic success. Content is organized by quarters.
	English.....	1934	K-6.....	P-183	Includes reading, language, literature, penmanship, and spelling, with suggested activities and ways of diagnosing and correcting individual learning disabilities.
	.....do.....	1934	1-6.....	M-42	Suggests a program of units for developing such language objectives as sentence sense, capitalization, and punctuation.
	.....do.....	1936	10-12.....	M-41	Revises six courses published in 1931, made necessary chiefly by new textbook adoptions. Outlines topics to be taught and books to be read by semester.
	.....do.....	1934	12.....	M-9	Gives a brief outline covering the main topics for consideration in argument and debate, includes textbook references, and outlines a unit in debate including material for presentation, subjects of current interest for debate, and objective unit tests.
	.....do.....	1934	12.....	M-5	Outlines a course in English composition and grammar in terms of minimum essentials.
	.....do.....	1934	12.....	M-18	Plans a creative writing course for talented students. Considers materials, techniques, and motivation of creative writing of verse.
	.....do.....	1936	10-12.....	M-33	Lists books for home reading in connection with each English unit. Titles are repeated where they fit into the plans for two or three English units.
	.....do.....	1934	12.....	M-10	Gives detailed study and type lessons of four approaches to interpretative reading: The intellectual, the narrative, the rhythmic, and the re-creation of mood.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1		8	9	5	6
<b>KENTUCKY—Con.</b>					
Louisville.....	English.....	1934	12.....	M-25	Outlines content and study activities in oral and written composition and literature.
.....do.....	.....	1934	12.....	M-9	Suggests units in recent literature and gives a detailed outline for a unit on contemporary poetry. Includes an extensive reading list.
.....	Health.....	1934	7.....	M-57	Presents a series of units with sub-units and problems pertaining to health.
.....	History.....	1935	10.....	M-122	Organizes world history to show the social and economic development of civilization. Outlines content, activities, and readings for 9 units.
.....do.....	.....	1934	11.....	M-144	Outlines units in American history which emphasize learning by investigation, observation, discussion, and experimentation. Provides supplementary materials to challenge the bright student.
.....	Home econ....	1935	J-8.....	M-108	Arranges objectives, subject matter, and suggested activities for a series of units in clothing, and provides sample score cards for evaluating the construction of different garments.
.....do.....	.....	1936	7-12.....	M-99	Outlines a series of units in foods, showing specific objectives, subject matter and suggested activities in parallel columns, followed by questions and references, and a test on the unit.
.....	Journalism....	1934	12.....	M-5	Presents a plan for studying the newspaper and the modern magazine, and suggests projects in writing.
.....	Mathematics..	1935	J-H.....	M-112	Outlined remedial mathematics for deficient pupils, beginning with simple units on reading and writing numbers, the fundamental processes, etc., and ending with a unit on lines, angles, and plane surfaces, before the final review unit.
.....do.....	.....	1936	9.....	M-171	Outlines topics in elementary algebra and assigns pages in text for topical units. Suggests time allotments, testing procedures, and methods of adapting the course to individual needs.
.....do.....	.....	1936	9.....	M-80	Combines arithmetic, algebra, geometry, trigonometry, and some history of mathematics into units primarily for pupils who do not expect to go to college. States desired outcomes, materials and activities, and provides practice exercises in form of a scale.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>KENTUCKY—Con.</b>					
Louisville.....	Phys. ed.....	1936	1.....	M-62	Provides teaching content, including descriptions of games, rhythmical activities with musical scores, and story plays.
	.....do.....	1936	2.....	M-51	Suggests games, rhythmical activities with music score, and story plays.
	.....do.....	1936	3.....	M-57	Offers a suggestive program, including details of games, rhythmical activities with music scores, and stunts.
	.....do.....	1936	4.....	M-58	Includes descriptive content relating to outdoor games, indoor games, rhythmical activities, and stunts.
	.....do.....	1936	5.....	M-67	Continues the course outlined for grade 4, giving a variety of outdoor games, indoor games, rhythmical activities, and stunts.
	.....do.....	1936	6.....	M-134	Follows plan of earlier grades.
	.....do.....	1936	7-9.....	M-31	Outlines a program for boys by weeks with suggestions for differentiations for successive grades. Gives some attention to intramural programs and to tests and measurements.
	.....do.....	1936	7-9.....	M-49	Organizes content for girls by grades and seasons. Includes type lessons and a bibliography related to topics of the course.
	.....do.....	1936	S-H.....	M-38	Outlines a program of activities for boys in keeping with objectives of physical education, the facilities of the school, and characteristics of the senior high school boy. Includes rules for interschool competition and a bibliography for teachers.
	.....do.....	1936	S-H.....	M-75	Gives recommendations for the organization and administration of a course for girls, and outlines content for teaching dancing, games, tumbling, and other activities.
	Science.....	1934	K-6.....	M-104	Outlines objectives, activities, and experiences, and materials to use as guides in teaching progressive units on trees, gardening, animal life, weather, and seasons in each grade.
	Social st.....	1935	1-2.....	M-11	Integrates activities around the work of the community chest to promote cooperation and service among pupils. Outlines type units and suggests programs for culminating activities.
	.....do.....	1934	7.....	M-107	Follows generally the units in Rugg's Introduction to Problems of American Civilization. Suggests activities, time allotment, and bibliography for each unit.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>KENTUCKY—Con.</b>					
Louisville .....	Social st.....	1934	8.....	M-120	Unifies the "social studies with special emphasis upon the economic and social history of American civilization. Units are indicated as required or optional ones. Includes a self-rating scale for pupils, a list of poems which interpret American history, a brief summary of parliamentary rulings, and a bibliography for teachers.
<b>MAINE</b>					
Eastport .....	General.....	1936	1-8.....	M-22	Gives suggestions and aids to teachers through type lessons, and a statement of aims and minimum requirements.
Milo.....	do.....	1936-37	9-12.....	P-1	Lists courses. (Program of studies.)
New Sharon.....	do.....	1936-37	9-12.....	T-1	Gives schedule of courses for different kinds of diplomas. (Program of studies.)
Rumford.....	do.....		1-7.....	P-62	Outlines subject-matter for the attainment of defined goals.
	do.....		8-12.....	P-86	Outlines aims and content for each course.
Smyrna Mills.....	do.....	1934-35	9-12.....	P-1	Lists courses. (Program of studies.)
Tremont .....	do.....	1936	1-9.....	M-8	Lists books by grade.
<b>MARYLAND</b>					
Baltimore .....	Arithmetic....	1934	9.....	M-23	Provides topical outlines and suggests time allotment, teaching procedures, and achievement tests for a course in commercial arithmetic.
	Business ed...	1934	10-11.....	M-17	Describes general teaching procedures and standards of work for typing.
	do.....	1934	12.....	M-4	Defines aims and desired outcomes of stenography II.
	English.....	1934	7-12.....	P-344	Supplements the first volume of the course of study in English by analyzing the objectives, attainments, activities, materials, and provisions for individualization and enrichment.
	Indus. arts....	1935	J-H.....	M-51	Outlines subject matter and defines outcomes for a series of units in electricity, with sample lessons, instruction and information sheets, and tests.
	do.....		J-H.....	M-49	Provides job sheets, operation sheets, information sheets, and self-rating-charts for students, and suggested teaching aids for a prevocational course in electrical work.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MARYLAND—Con.</b>					
Baltimore.....	Indus. Arts.....		J-H.....	M-52	Defines outcomes and provides job sheets, information sheets, and operation sheets for different types of work, and illustrates the use of pupil self-rating charts in a vocational course in general metal-work.
	.....do.....	1935	J-H.....	M-66	Includes four units in machine shop practice, each including a group of lessons and suggested projects arranged according to difficulty. Provides typical information sheets, operation sheets, and job sheets.
	.....do.....	1935	J-H.....	M-60	Defines essentials of three units of woodwork, suggests procedures, projects, and references, and provides minimum essential tests for each unit.
	.....do.....	1935	J-H.....	M-64	Defines what the student in vocational classes should know and be able to do at the end of a course in woodwork, and provides job sheets, information sheets, operation sheets, and pupils' self-rating charts.
<b>MASSACHUSETTS</b>					
Andover.....	General.....	1.....		M-25	Lists textbooks and assigns content for each subject by month or week. Suggests projects and activities for some subjects.
	.....do.....	2.....		M-20	Assigns content in different subjects by weekly or monthly periods.
	.....do.....	3.....		M-22	Continued.
	.....do.....	4.....		M-22	Do.
	.....do.....	5.....		M-10	Lists textbooks.
	.....do.....	1936-37	7-12.....	M-3	Lists courses. (Program of studies.)
Arlington.....	English.....	1.....		M-9	Outlines content, suggests readings and tests.
	.....do.....	2.....		M-12	Continued.
	.....do.....	3.....		M-16	Do..
	.....do.....	4.....		M-14	Do.
	.....do.....	5.....		M-17	Do.
	.....do.....	6.....		M-31	Do.
	Health.....	1935	1-6.....	M-10	Provides general procedures for all grades and outlines subject-matter for groups of grades with chapter assignments in text by month.
	Science.....	1934	1-6.....	M-57	Presents a guide for teaching about animals and insects, birds, plant life, and other aspects of elementary science. Contains bibliographies for teachers and pupils and an outline of subject-matter by month.
Boston.....	Art.....	1934-35	4-6.....	P-48	Lists materials, subject-matter, and procedures by month.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
MASSACHUSETTS—Continued					
Boston	Biology	1934	10	P-33	Gives topical outline and lists suggestions for projects and field trips.
	General	1936	1	P-138	Outlines activities, materials, and procedures for integrated units on farmyard animals, winter birds, pets, and other centers of interest. Includes extensive bibliographies.
	Indus. Arts	1935-36	4-5	P-61	Revises earlier course in manual training. Suggests materials and content for each month of the year. Indicates means of correlation with other subjects.
	Mathematics	1934	8-H	P-28	Outlines exercises, topics for discussion, and constructions in geometry.
	do	1934	8-H	P-19	Continues outline of geometry, part I.
	do	1936	11-12	P-81	Outlines content for courses in solid geometry, algebra II, plane trigonometry, and plane geometry II.
	do	1935	8-H	P-35	Outlines plane geometry, to follow geometry I and II.
	Modern lang.	1934	7-12	P-40	Outlines required work for a series of units in Italian, and suggests aids for teaching vocabulary, sentence building, reading, translation, oral work, and grammar.
	Phys. ed.	1934	9	P-43	Outlines minimum requirements for girls in Latin, trade, and day high schools.
	Science	1935	10-12	P-43	Organizes science topics to show their correlation with various shop activities.
	do	1935	8-H	P-24	Outlines topics to be taught in astronomy, chemistry, general science, and physics.
Bridgewater	General	9-12		P-1	Lists required and elective courses. (Program of studies.)
Brookline	do	1936	8-H	P-12	Lists required and elective courses. (Program of studies.)
East Weymouth	Character ed.	Elem		M-14	Lists stories by character traits they exemplify.
Franklin	General	1934	1	M-5	States aims and subject-matter for each subject by month. Continued.
	do	1934	2	M-3	Do.
	do	1934	3	M-6	Do.
	do	1934	4	M-6	Do.
Lexington	Social st.	1		M-9	Outlines units on the home and the farm, suggesting forms of approach, sources of information, problems related to unit activities, and means of correlating with other subjects.
	do	2		M-14	Follows plan of grade 1 with units on community life and children in far-away lands.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
MASSACHUSETTS—Continued					
Lexington.....	Social st.....		3.....	M-17	Outlines units on primitive people, transportation and communication, Japan, and clothing.
Malden.....	Home econ.....	1934	10-12.....	M-80	Outlines suggested projects and subject-matter for a series of units on textiles, food preservation, clothing construction, the home, personality development, and food and nutrition, with suggested time allotments.
	Indus. arts.....		10.....	M-14	Lists projects, states objectives, and suggests methods and time allotments.
	Science.....	1936	8-9.....	M-148	Suggests pupil projects, questions for discussion, demonstrations, necessary apparatus, and related references for each of a series of units.
Medford.....	Geography.....		4.....	M-43	Continues the primary units in social studies by defining grade attainments and outlining materials and activities for units.
	.....do.....		5.....	M-91	Outlines understandings, content, and activities. Includes bibliographies for teacher and pupils.
	.....do.....		6.....	M-55	Continued.
	.....do.....		7.....	M-55	Do.
	Social st.....		1-3.....	M-38	Provides general helps in selecting and judging activity units, and in teaching and testing social studies; and outlines type units.
Newton.....	Reading.....	1936-37	1-6.....	M-57	Covers many phases of reading, with guides for developing reading readiness, measuring progress, diagnosing and correcting reading deficiencies, and providing appropriate materials.
	Social st.....	1936	K-12.....	M-40	Summarizes the content of the social studies courses in grades K to 12, and units taught on various grade levels in 20 cities. (Research bulletin.)
North Andover.....	General.....	1934	9-12.....	P-4	Lists required and elective courses. (Program of studies.)
Rockport.....	.....do.....	1936-37	7-12.....	M-7	Gives schedule of required and elective courses for each curriculum. (Program of studies.)
Somerville.....	Geography.....	1934	7-8.....	M-130	Outlines subject-matter, including suggested projects for extra credit and attainment tests.
Wakefield.....	General.....	1936-37	9-12.....	P-1	Lists required and elective courses. (Program of studies.)
Walpole.....	English.....	1936	2.....	M-8	Outlines objectives and content for different phases of English.
Waltham.....	Arithmetic.....	1936-37	1.....	M-10	Gives directions to teachers for using number work books and for establishing habits of problem solving.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MASSACHUSETTS—Continued</b>					
Waltham.....	Arithmetic.....	1936-37	2.....	M-8	Lists topics for each quarter's work.
	do.....	1936-37	3.....	M-12	Continued.
	do.....	1936-37	4.....	M-7	Do.
	do.....	1936-37	5.....	M-10	Do.
	do.....	1936-37	6.....	M-11	Outlines topics by quarters of work, suggests activities related to living, and indicates how arithmetic may be used in connection with units on travel, fuel, business, and buying.
Weymouth.....	Character ed.....		1.....	M-24	Presents plans for monthly lessons in health, safety, obedience, and courtesy.
	do.....		2.....	M-63	Compiles plans and suggested materials for teaching obedience, cleanliness, and courtesy. Materials are arranged by months.
	do.....		3.....	M-22	Provides plans and materials for developing traits of the good citizen.
	do.....		4.....	M-44	Compiles materials for a citizenship program to be correlated with other school subjects.
	do.....		5.....	M-52	Continued.
	do.....		6.....	M-46	Do.
	do.....		7-8.....	M-64	Suggests materials and procedures for club activities related to the development of desirable traits and attitudes. Many lesson plans are included.
Whitman.....	General.....	1935	9-12.....	P-3	Lists courses. (Program of studies.)
Winchester.....	Arithmetic.....	1936	6.....	M-5	States aims and lists standards of attainment in terms of skills.
	English.....	1936	K.....	M-6	Defines reasonable achievements in language, literature, visual, auditory, and motor activities, and in reading interest.
	do.....	1936	1.....	M-5	Defines attainments in reading, literature, language, and spelling.
	do.....	1936	2.....	M-12	Continues statement of achievements.
	do.....	1936	3.....	M-9	Continued.
	do.....	1936	4.....	P-9	Do.
	do.....	1936	5.....	M-11	Do.
	do.....	1936	6.....	M-9	Do.
	Safety.....	1934-35	1.....	M-4	Outlines an integrated unit on safety, defining the learnings in each subject field.
	Science.....	1934-35	K.....	T-9	Outlines morning talk, activities, and materials for a science unit by seasons.
	Social st.....	1934-35	K.....	T-16	Outlines two integrated units on transportation and the grocery store. Includes a statement of learnings in each subject field.
	do.....	1934-35	1.....	M-12	Outlines units on the farm and the circus. Reproduces poems for memorization.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MASSACHUSETTS—Continued</b>					
Winchester.....	Social st.....	1934-35	2.....	M-18	Follows plan of earlier grades for units on transportation, Holland, and citizenship.
	.....do.....	1934-35	3.....	M-29	Continues integrated units on Eskimos, Japan, and Indians.
	.....do.....	1933-34	4.....	M-18	Provides outline and information for a unit on the local community.
	.....do.....	1933-34	5.....	M-52	Includes four integrated units on rubber, fruit, lumber, and fishing. Outlines necessary information for teaching.
	.....do.....	1934-35	6.....	M-49	Outlines subject matter of units on Romans, Greeks, and English. Differentiates readings for average, high, and low groups.
Winthrop.....	Geography....	1936	6.....	M-7	Gives outlines of study for 4 topical units.
Worcester.....	History.....	1935	1-2.....	M-9	Lists centers of activity and gives general suggestions for things to do.
	.....do.....	1935	3.....	M-8	Centers activities about myths and early civilization.
	.....do.....	1935	4.....	M-31	Outlines content, methods, and activities for a unit on the local community and State, and others on Egyptians, Greeks, and Romans. Includes a variety of new-type tests.
	.....do.....	1935	5.....	M-25	Outlines units for a study of the Middle Ages and the period of exploration and discovery. Follows plan of earlier grades.
	.....do.....	1935	6.....	M-36	Continues course of earlier grades with units in American history.
	.....do.....	1936	7.....	M-11	States controlling principles of a course in the social studies, and outlines a series of topics that shall form the substance of the program.
<b>MICHIGAN</b>					
Adrian.....	General.....	1936-37	S-H.....	M-5	Describes sequence of courses and curriculum requirements.
Alpena.....	do.....	1934	1-8.....	M-64	Contains general directions for teachers and topics to be covered in all subjects by grade.
Battle Creek.....	Arithmetic....	1934	K-6.....	M-22	Gives suggestions for teaching arithmetic and provides a detailed plan by quarter-year periods for each grade.
	English.....		K-6.....	M-160	Presents a general discussion of English activities: Oral and written English, speeches and reports, creative work, etc. Lists a variety of activities which are rich in language possibilities. Includes sample tests.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MICHIGAN—Con.</b>					
Battle Creek.....	English.....	1934	7-9.....	M-111	Outlines content and teaching helps in literature, composition and grammar, dramatization, penmanship, and spelling. Contains examples of children's work in composition.
	Latin.....	1934	9.....	M-16	Lists classroom activities directed toward the attainment of objectives commonly regarded as valid for first-year Latin.
	Mathematics..	1935	7-9.....	M-30	Presents general helps for teaching testing, directing home study, adapting the course to individual needs, and carrying on remedial work. Outlines subject-matter by grades.
	Spelling, hand-writing.	1934	1-6.....	M-8	Gives general suggestions for spelling and specific ones for handwriting by grade.
Bessemer.....	Arithmetic.....		1-6.....	T-71	Outlines subject matter by 6-week periods, with suggestions for handling drill, problem-solving, and diagnostic and remedial work.
	English.....	1936	1-6.....	T-171	Outlines separately the content for capitalization, punctuation, letter writing, grammar, and correct usage, appreciation of poetry, prose, and pictures, oral and written composition.
	Reading.....	1935	1-6.....	M-70	Outlines reading for each grade. Includes procedures for attaining objectives and for diagnosing and correcting reading defects. Defines standards of attainment.
Detroit.....	Health.....	1936	4-6.....	P-287	Includes aids for organizing and administering health education. Outlines units for gymnasium, playground, swimming, and health programs. (Illustrated.)
	Journalism....	1935	8-H.....	M-48	Outlines a series of 8 units covering news writing, human interest stories, editorial writing, and other forms of journalism. Defines minimum requirements and suggests assignments for additional credit.
	Library instr..	1935	9-12.....	M-41	Presents a series of units on the use of the library.
	Safety.....	1936	8-H.....	P-31	Provides lessons on the ethics of driving, the duties of drivers, the operation of the automobile, and other topics related to safety.
	Social st.....	1935	Adult.....	P-192	Provides minimum essentials in social science, lessons being devised to give practice in English through word study and oral discussion for adult groups.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MICHIGAN—Con.</b>					
Flint	Biology	1936	10.....	M-51	States underlying principle, unit concepts, references, materials, and outcomes for each of a series of units.
	English	1935	J-H.....	M-30	Provides a modified course in English for low-ability groups. Includes suggested procedures, examples of drills, composition activities, and reading techniques, as well as outlines of work in reading, expression, and letter writing.
	do	1934	10-12.....	M-128	Outlines units in composition and literature. Includes sample lessons, lesson plans for literature and magazine units, and types of differentiated assignments.
	do	1934	S-H.....	M-21	Presents teaching aids for remedial English. Includes sample class hours, principles of remedial teaching, methods of giving dictation, and use of the newspaper. Outlines weekly activities.
	General	1934	6.....	M-54	Summarizes work in each subject and suggests general procedures for teaching and testing.
	Health	1936	4-6.....	M-13	Outlines units in health through reading, visual education, and other activities and procedures.
	Home econ		S-H.....	T-19	Outlines topics for a 10-day unit on how to make oneself attractive, introductory to a course in personal regimen.
	Science	1936	7-9.....	M-161	Outlines a series of general science units based on an analysis of skills, knowledge, attitudes, concepts, and vocabulary involved in principles of each unit. The course is adapted to 3 levels of ability through differentiated activities.
	do	1935	10.....	M-63	Includes units in modern science: Heat, carbon acids, machines, magnetism, and other topics. Elements of the unit are arranged in parallel columns.
	Social st	1936	2.....	M-15	Presents 2 sample units on early community life and community helpers, with suggested activities, procedures, problems, content, and references.
	do	1935	3.....	M-39	Gives detailed outlines of units about the local community and its history.
	do	1936	9.....	M-54	Considers 3 units pertaining to the meaning and obligations of group life, community living, and worldwide community problems, with suggested time allotments, approaches, typical activities, and materials.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MICHIGAN—Con.</b>					
Flint.....	Social st.....	1936	9A.....	M-31	Organizes 6 units in community civics, providing overview and suggestive approaches, assimilative material in the form of problems and activities, culminating activities, means of evaluation, and teacher's bibliographies.
	.....do.....	1935	12A.....	M-73	Includes 4 units in social problems: Public opinions and attitudes, modern industrialism, modern political trends, and leisure time. Suggests materials, activities, and means of evaluation.
	Spelling.....	1934	4-6.....	M-51	Considers methods and devices, basal and incidental word assignments, and spelling deficiencies. Gives detailed study helps for each column of words in text.
Grand Ledge.....	General.....	1936-37	9-12.....	M-2	Lists required and elective courses. (Program of studies.)
Grosse Pointe .....	English.....		1-9.....	M-215	Defines growths desired in creative expression and language skills from grade to grade, and standards for measuring the attainment of each. Outlines suggested units of study and typical procedures, including tests and drill sheets for units in language skills. Provides special teaching aids in the Appendix.
Hastings.....	General.....		1-7.....	M-11	Lists subject matter in each school subject by grade.
Holland.....	Child care.....	1935	H-S.....	P-24	Gives teaching material in child care—feeding, clothing, and training.
Jackson.....	General.....	1936-37	9-12.....	P-31	Includes a list and description of courses. (Manual.)
Lapeer .....	.....do.....	1936-37	7-12.....	P-18	Lists required and elective courses for different types of curricula. (Handbook.)
Rochester.....	.....do.....	1936-37	9-12.....	P-15	Describes courses for different curricula. (Annual announcement.)
Trenton.....	.....do.....	1936	7-12.....	M-9	Lists required and elective courses. (Program of studies.)
Wakefield.....	Indus. arts.....	1936	7.....	M-48	Outlines a series of projects, with suggested related information which may be expanded by the teacher or assigned for pupil preparation.
<b>MINNESOTA</b>					
Lake City.....	General .....	1936	9-12.....	M-4	Lists required and elective subjects. (Program of studies.)
	Speech.....	1934-35	H-S.....	M-52	Summarizes collateral readings in speech, analyzes texts, gives sample assignments, and suggests a test of speech sounds.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MINNESOTA—Con.</b>					
Minneapolis.....	Arithmetic.....	1935	K-6.....	M-106	Includes an outline of new work for each grade, helps for teachers, curriculum tests, suggestions for vitalizing the course through application in social situations.
	Art.....	1935	K-3.....	M-40	Suggests materials, activities, and procedures for a variety of types of art expression.
	do.....	1935	7-9.....	M-95	Presents a program chart for each grade, followed by a distribution of subjects, and an overview of each.
	English.....	1935	K-6.....	P-95	Relates instruction to use of English in everyday life: Conversing, writing letters, etc. Is ungraded, giving the teacher opportunity to meet individual needs of pupils.
	do.....	1935	7-9.....	M-136	Organizes composition around functional centers: Conversation, group discussion, reporting experiences, etc.; outlines content in grammar; and organizes literature around centers of interest. A code designates relative difficulty of recommended readings.
	Geography.....	1935	7.....	M-94	Suggests approaches, subject matter, experiences, and references for a series of basic and extension units.
	Social st.....	1935	K-3.....	M-126	States themes of social experiences, describes those which pupils have had, and considers factors contributing to a program related to school environment, community contacts, visual aids, and others.
	do.....	1934	4.....	M-39	Organizes units around social themes as for grade 3.
	do.....	1934	5.....	M-62	Continued.
	do.....	1934	6.....	M-61	Do.
	Spelling.....	1935	7-9.....	M-16	Includes a list of words for ninth grade and gives suggestions for organizing the spelling program, for systematic teaching, and for carrying on a remedial program.
Redwood Falls.....	General.....	1936	7-12.....	P-1	Lists courses. (Program of studies.)
St. Paul.....	Social st.....	1935	1-2.....	M-67	Organizes 4 units in social relationships and responsibilities involving home, school, community, far-away lands. Indicates activities and outcomes in parallel columns.
	do.....	1936	3.....	M-41	Organizes units showing "glimpses of the wide, wide world" through social science and related subjects.
	do.....	1935	8.....	M-71	Organizes units with subject matter, references, activities, and outcomes in parallel columns.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
MISSISSIPPI					
Grenada.....	General.....	1936-37	9-12.....	M-3	Lists adopted texts.
MISSOURI					
Carrollton.....	do.....	1936-37	1-8.....	P-1	Lists basal books.
Columbia.....	Guidance.....	1936	1-6.....	M-242	Provides plans for assemblies and special programs, lessons in developing desirable personality traits, and stories and poems for guidance.
	Reading.....	1934	1-6.....	M-190	Organizes reading materials around core units suggested in the Elson-Gray Basic Readers.
	Science.....	1935	1-6.....	M-107	Suggests materials and activities for a series of units in science and health.
Hannibal.....	English.....		1-8.....	P-40	Provides a guide for adapting the basal text to the actual teaching situation, by listing content of each phase of English by semester.
	Geography.....	1934	4-7.....	P-20	Offers practical help in teaching by defining objectives and outcomes and by suggesting time limits and activities.
Joplin.....	Guidance.....	1935-36	1-12.....	M-50	Suggests techniques and materials for a continuous guidance program. Includes personality inventories, adjustment questionnaires, and home visitation score cards.
Kansas City.....	Biology.....	1935	8-H.....	M-55	Suggests a series of exercises for 6 units outlining procedure and topics for discussion in connection with each exercise, and indicating the minimum number of exercises for each unit.
	Latin.....	1934	J-S.....	M-35	Outlines subject matter and gives reading references by semester.
	Phys. ed.....	1934	J-S.....	P-132	Indicates time allotment for each phase of the program by seasons, and outlines content of games and sports, self-testing activities, rhythmic activities, intramural activities, and corrective program.
	Social st.....	1936	4.....	M-52	Introduces pupils to the use of a geography text through 6 units, each organized around a central controlling theme, and including a statement of basic understandings, an outline of subject-matter, references to stories, poems, visual aids, etc., suggested pupil activities, and a list of essential learnings.
	do.....	1936	5.....	M-90	Continues social-science sequence with units on the United States and its possessions and neighbors.
	do.....	1936	6.....	M-91	Continues social-science sequence with units on Europe and Asia.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MISSOURI—Contd.</b>					
Kansas City	Socialist.....	1936	7.....	M-76	Presents 9 units in American history correlated with geography and civics. Organizes content around controlling themes and suggests approaches, activities, and attainments.
	.....do.....	1936	7.....	M-39	Outlines a study unit concerned with the United States as a cosmopolitan country. Includes a body of content material related to the unit.
	.....do.....	1936	9.....	M-57	Consists of 8 units devoted to community life and culture. Gives broad choice of approaches, activities, and materials.
Maryville	Latin.....		J-H.....	M-25	Gives references and study questions for 40 lessons for an exploratory course in Latin.
	Modern lang.....		J-H.....	M-18	Contains vocabulary lists and study notes for an exploratory course in French.
North Kansas City	General.....	1936-37	J-S.....	P-62	Lists program of studies. (Handbook.)
St. Louis	Art.....	1935	1-12.....	P-62	Designates essentials and suggests medium and method for five phases of art in grades 1 to 8: Representation, creative field, color and application, construction, and picture study. Outlines special courses and art projects for the secondary school.
Webster Groves	.....do.....	1935	1-6.....	M-33	Suggests monthly lessons for each grade and presents possibilities for art in units based on social studies, and general science.
	Music.....	1934	1-6.....	M-48	Suggests methods and procedures for teaching music, and outlines course by grades.
	Phys. ed.....	1935	K-6.....	M-289	Describes play activities, games, dramatic and rhythmical activities, story plays, singing, and other games for each grade.
	Social st.....	1935	K-6.....	M-23	Reviews excursions taken and lists places that teachers have found of interest and value.
<b>NEBRASKA</b>					
McCook	Arithmetic.....	1935	1-8.....	T-18	Lists content for each grade by 6-week periods.
	.....do.....	1935	4-8.....	T-18	Outlines content by pages in basal text, defines standards of attainment, and suggests techniques for motivating assignments, adapting material to individual differences, and testing.
	English.....	1935	1-8.....	T-24	Lists phases of English to be taught by 6-week periods and defines standards of attainment for each grade.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEBRASKA—Contd.</b>					
McCook	English	1935	4-6	T-27	Outlines subject-matter in oral and written composition, directed mechanics and appreciation by 6-week periods.
	General		K	T-10	Gives daily program for developing reading readiness, lists objectives, and suggests activities.
	do	1936	9-12	P-32	Lists courses. (Handbook).
	Geography	1935	4-6	T-30	Indicates page assignments in basal text to be covered by slow and average groups, outlines content, and suggests materials and methods.
	Handwriting	1935	1-3	T-5	Indicates page assignments by 6-week periods, and suggests methods for motivating drill and for attaining standards.
	do		4-6	T-4	Summarizes the characteristics of good writing, and suggests arrangement of class schedules for letter study and practice.
	Health	1935	1-6	T-50	Outlines subject-matter and suggests stories, songs, and activities of various kinds suited to different grade levels.
	History	1935	5-6	T-14	Lists subject-matter to be covered each week and suggests readings.
	Reading	1935	1-3	T-28	Describes methods of grouping and classifying pupils for first-grade instruction in reading, and recommends materials, activities, and procedures for each group.
	do	1935	4-6	T-23	Lists recreational and informational work-type material by pages in basal text by semester, defines standards of attainment, and suggests methods.
	Spelling	1935	2-6	T-6	Indicates pages in basal text for each grade, and outlines ways of adapting methods to different types of learners.
Norfolk	Character ed.		K-12	M-66	Outlines a program in terms of traits. Suggests techniques for handling discussions, extracurricular activities, class reports, and excursions. Provides extensive bibliography for each trait.
	Geography	1934	7	M-34	Outlines materials and content for a series of topical units.
	Home econ.		8	M-15	Outlines subject-matter for 9 units in foods, clothing, and child care.
	Hygiene	1934	7	M-9	Outlines subject-matter for a series of lessons pertaining to topical units.
	Indus. arts		8	M-4	Lists content of a course in home mechanics in terms of jobs and discussions.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features					
					1 2 3 4 5 6					
<b>NEBRASKA—Contd.</b>										
Norfolk	Propagandistics	1936	12.....	M-53	Provides a composite course, including 6 units on appreciation of opportunities in college education, of vocations, of group procedure and public-school values, of modern art, of music, and of travel. Each unit is taught by a different instructor.					
	Safety	1936	K-12.....	M-54	Outlines units on safety by months for elementary grades and by weeks for junior high school. Correlates safety with other subjects in senior high school. Includes safety rules, topics, references, and slogans.					
	Vocational ed.	1936	K-12.....	M-26	Gives references to projects on occupations, as described in professional books and magazines, for grades 1-6. Outlines subject matter for later grades.					
Omaha	Arithmetic	1936	1-8.....	M-14	Defines objectives and suggests activities with additional provision for above-average groups.					
	Art	1936	8.....	M-7	Integrates art activities with the classroom program in social studies, science, etc. Suggests techniques for developing skill in figure drawing, perspective, still-life drawing, posters, lettering, and frieze-making.					
	do	1936	4.....	M-8	Continues from grade 3.					
	Science	1936	4-9.....	M-28	Defines general objectives and suggests a tentative grade placement of basic units to supplement day-by-day science observations. Presents a type unit on birds.					
	Social st.	1936	4.....	M-27	Describes briefly the content of a series of units and outlines a type unit in detail.					
Scottsbluff	do	1936	5.....	M-30	Follows plan of grade 4.					
	Geography		4.....	T-60	Organizes subject-matter into a series of units with objectives, pupil-activities, method and materials, and means of evaluation in parallel columns.					
	Indus. arts		J-H.....	T-6	Outlines in parallel columns the objectives, activities, methods, and materials for a course in general shop.					
<b>NEW HAMPSHIRE</b>										
Franklin	General		9-12.....	P-1	Lists courses. (Program of studies.)					
Littleton	do	1936	9-12.....	P-4	Do.					
Whitefield	do	1934-37	9-12.....	M-2	Lists required and elective courses for different curricula. (Program of studies.)					

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW JERSEY</b>					
Asbury Park	General	1936	1-8	M-20	Gives minimum time allotments per week and page requirements in basal texts.
Bordentown	do	1936-37	9-12	P-63	Contains a description of courses. (Handbook.)
Dumont	English		1-8	M-30	Lists goals of attainment and outlines subject matter for the different phases of English.
Elizabeth	General	1935	1-6	M-136	Aims to acquaint teachers with general objectives, activities, and standards of attainment in all subjects. Organized on a 3-level basis, for above-average, average, and below-average groups. May be incorporated into units of work.
Franklin	do	1936-37	7-12	M-6	Lists subjects required for different courses indicating periods per week and credits per year.
Hightstown	English	1936	9-12	T-16	Outlines objectives and topics in each phase of English for slow, average, and gifted students.
Jersey City	Economics	1935	8-H	M-14	Lists topics to be covered in 2 semesters according to a recommended time schedule.
	Geography	1934	4A-8B	P-139	States the general point of view of geography for each grade, suggests approaches, outlines subject matter, and provides illustrative units.
	History	1934	7A-8A	P-67	Defines objectives and desirable attainments and outlines subject matter for each semester. Provides illustrative teaching units for history and citizenship.
	do	1935	8-H	M-18	Organizes 6 units in American history from the period of colonization through reconstruction.
Milltown	Phys. ed.	1936	1A-3B	P-101	Provides a graded program of song plays, rhythms, games, stunts, and story plays. Includes music scores.
	Reading	1935-36	K-6	M-50	Outlines content and procedures. Includes type lesson and aids for diagnosing and correcting reading deficiencies.
	do	1935-36	7-8	M-8	Outlines the study of literature and gives type lessons for teaching Hiawatha and Verdun Bell.
Montclair	English	1935	5-6	M-20	Provides teaching suggestions and defines attainments for each aspect of English.
	do	1936	7-9	M-28	Gives requirements in various aspects of English and outlines related content for each grade.
	do	1935	Elem	M-6	Gives notes on creative writing with examples of children's verse.
	Latin	1934-35	8-9	M-5	Lists subject content by semester and gives model forms for written work in Latin.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW JERSEY—Con.</b>					
Montclair	Social st.	1935	4.....	M-56	Contains teaching suggestions for carrying out a variety of activities and for evaluating a unit of work. Includes a series of unit leaflets. The Story of the Book, The History of Lighting, The Story of Communication, and others, each with bibliographies.
	do.	1935	5.....	M-63	Integrates the social studies, music, art, and visual education through a series of units each containing outlines of materials, activities, references, and procedures. Provides a special bulletin for teachers on how to plan and carry out a unit of work.
	do.	1935	6.....	M-91	Continues the integrated units from grade 5.
	do.	1935	7.....	M-97	Suggests approaches, problems, activities, materials, and references for a series of units.
	do.	1935	8.....	M-99	Follows plan of grade 7.
	Spelling	1935	2-4.....	M-23	Considers problems of method, content of spelling, diagnosis and correction of difficulties, dictionary work, and 100 percent lists.
New Brunswick	Arithmetic	1934-35	K-6.....	M-207	Provides illustrative units that stress arithmetical aspects, in primary grades, and defines essentials for upper grades. Includes suggested remedial work and reports of building problems from different schools.
Nutley	Phys. ed.	1935	1-3.....	M-58	Presents general regulations and methods and describes a variety of games for each grade.
Passaic	do.	1935	4-6.....	M-67	Continued.
	Mathematics	1935	7-8.....	M-110	Outlines content and procedures for different topics, suggests activities, and provides aids in diagnosing and correcting difficulties.
Paterson	Social st.	1935	Elem.....	P-48	Assembles information that young citizens should know about their country.
Pequannock	General	1935	7-9.....	M-66	Outlines content to be covered in each subject by month.
Perth Amboy	English	1935	K-3.....	M-65	Gives suggestions for developing desirable language abilities and presents type lessons.
	Reading	1935	K-1.....	M-38	Contains suggestions for teaching early reading and several type lessons.
Plainfield	General	1935	9-12.....	M-19	Describes required and elective courses for each curriculum.
Secaucus	do.	1935	1-3.....	M-15	Lists subject matter in each subject by month.
	do.	1935	4-6.....	M-68	Continued.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW JERSEY—Con.</b>					
South Orange	Alcohol	1936	6-12	M-11	Outlines objectives in teaching the effects of alcohol and narcotics and subject matter for each grade.
	English	1936	7-9	M-22	Outlines content of each phase of English in terms of minimum essentials for different ability levels.
	Modern lang.	1936	7-12	M-88	Outlines vocabulary, grammar, composition, and reading in French for each grade, and suggests means of adapting course to C groups.
Summit	Social st.	1936	K-6	M-28	Lists units for each grade, suggests an outline organizing content, and gives detailed sample units for lower grades.
Union	do		1-4	M-44	Lists references for teachers and pupils for units subject matter, topics, events, persons, and places.
	do		8	M-8	Describes a unit on Japan and defines outcomes attained in different subject fields.
<b>NEW MEXICO</b>					
Las Cruces	Arithmetic		1-8	M-28	Outlines content for each grade by 6-week periods, and suggests methods of teaching of correcting individual difficulties, and of correlating arithmetic with other subjects.
	English		1-8	M-49	Outlines subject matter by 6-week periods.
	Health		1-8	M-20	Outlines subject matter, suggests activities, and defines pupil goals, by grades.
	Reading		1-9	M-80	Gives teaching suggestions and outlines of work for the various types of reading, including diagnostic and remedial work and measurement.
<b>NEW YORK</b>					
Albany	Art	1936	S-H	M-8	Describes briefly various courses in art.
	Com. ed.	1935	S-H	M-45	Outlines content of a series of units in office practice adaptable to A, B, and C levels.
	do	1936	S-H	M-6	Outlines drills and readings for A and B groups in shorthand.
	do	1936	S-H	M-10	Outlines content and practices for a beginning course in typewriting. Differentiated for A and B groups.
	English	1936	S-H	M-2	Describes briefly courses offered in English.
	do	1935-37	7-12	M-223	Outlines all phases of English by 6-week periods. Suggests objectives, activities, readings, and means of appraisal. All work is differentiated and enriched for A, B, and C levels.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
NEW YORK—Con.					
Albany	Foreign lang...	1936	S-H.....	M-110	Outlines courses in Spanish, French, German, Italian, and Latin by 6-week periods for levels A, B, and C.
	Home econ....	1936	S-H.....	M-6	Describes briefly three types of courses: Vocational homemaking, special vocational, and electives.
	Indus. arts...	1936	S-H.....	M-3	Describes the major types of courses for general education along industrial lines.
	Mathematics...	1936	7-9.....	M-70	Outlines objectives and subject matter for A, B, and C groups, by 6-week period.
	do.....	1936	S-H.....	M-5	Describes specific courses in mathematics.
	Music.....	1936	S-H.....	M-1	Indicates sequence of phases of the music course and number of meetings in each per week.
	Science.....	1936	S-H.....	M-7	Describes the courses offered in science.
	do.....	1935	7-12.....	M-52	Outlines content, problems, and references, with minimum essentials, for levels A, B, and C.
	Social st.....	1936	12.....	M-31	Outlines problems and projects for a semester's course in government—an elementary approach to political science. Includes required activities for A and B groups
	do.....		12.....	M-38	Outlines topics to be covered by A and B groups in a semester's course in sociology.
Bronxville	General.....		7-9.....	P-30	Summarizes evidences of growth by checked lists of activities, goals, accomplishments, and deficiencies, sent as a report to parents.
	do.....		9-12.....	P-30	Defines goals of attainment as at earlier levels.
Canaseraga	do.....		1.....	M-13	Describes integrated units on the home, the farm, the store, and other centers of interest.
Cortland	English.....		7-9.....	M-62	Lists subject matter in oral and written composition and literature.
	Languages.....		8A.....	T-28	Presents topics for a short course in the historical development of the English language, and for exploratory courses in Latin and French.
	Science.....		7-8.....	M-37	Provides a topical outline for a course in general science and gives general suggestions for related activities.
	Social st.....		8.....	M-182	Outlines 8 units organized to give objectives, approach, related problems, references, and activities, for each element developed.
Garden City	General.....	1936	1-6.....	M-15	Lists specific aims in reading, writing, spelling, English, and arithmetic, for each grade.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW YORK—Con.</b>					
Glens Falls.....	Science.....	1936	K-3.....	M-175	Provides a continuous integrated program of science material through units of work, each containing a statement of essential meanings, suggested content and activities, and a list of references. The program is flexible throughout
	.....do.....	1936	4-6.....	M-181	Continues integrated program of science. Provides a quantity of suggested content, and lists of activities and reading references for each unit.
Great Neck.....	General.....	1935-36	9-12.....	P-16	Lists required and elective courses for different curricula. (Handbook.)
Hicksville.....	Science.....	1934	4.....	M-40	Presents a series of topical units with suggested problems, activities, and references.
	.....do.....	1934	5.....	M-40	Continued.
	.....do.....	1934	6.....	M-40	Do.
Highland Falls.....	General.....	1936-37	9-12.....	M-2	Lists courses and gives class schedule. (Program of studies.)
Ithaca.....	Social st.....	1935-36	3-6.....	M-119	Organizes a course growing out of classroom experimentation. Objectives, subject matter, activities, and references are arranged in parallel columns.
Long Branch.....	Arithmetic.....	1935	1-4.....	M-22	Reports work of teachers in arithmetic in an integrated program.
Malone.....	General.....	1935	9-12.....	M-3	Lists required and elective courses for different curricula. (Program of studies.)
New Rochelle.....	Alcohol.....	1935	4-6.....	M-13	Provides assimilative materials for a series of questions pertaining to the use of alcohol and other narcotics.
	Science.....	1935	Elem.....	M-7	Lists new science books giving author, publisher, date, price, and brief annotation.
	.....do.....	1935	1.....	M-20	Outlines 2 units on common birds and baby animals. Gives overview of each unit and suggests approaches, materials, and means of evaluation.
	.....do.....	1934-35	1-3.....	M-27	Outlines 2 units on habitats of living things and the care of plants at home and school.
	.....do.....	1935	2.....	M-19	Outlines 2 units on the care of pets and gardening.
	.....do.....	1935	2-3.....	M-23	Outlines 2 units on conservation of wild flowers and seasonal change.
	.....do.....	1935	3.....	M-44	Develops 4 units on foods, clothing, water and its effects, and the sun as the giver of life and the source of energy.
	.....do.....	1935	4.....	M-41	Outlines 4 units on habitats, life of the past, stars and constellations, and necessary factors of the environment.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW YORK—Con.</b>					
New Rochelle	Science.....	1934	5.....	M-25	Includes two units on the solar system and trees and forests.
	.....do.....	1934	5-6.....	M-11	Outlines a unit on weather and climate.
	.....do.....	1934	6.....	M-48	Includes 4 units on the changing surface of the earth, energy and energy transformations, the balance of nature, and progress of science and invention.
New York.....	English.....	1936	7A-9B....	P-29	Provides an outline of subject-matter in grammar for each semester.
	Health.....	1935	7A-9B....	P-87	Presents suggestions to teachers for health service and health instruction and outlines the content of the course of study by grades.
	Latin.....	1935	J-8.....	P-80	Provides teaching suggestions and content for a course in Latin.
Poughkeepsie.....	Safety.....	1936	X-12.....	M-148	Outlines a course for each division of the school including trade school. Aims to adjust materials, methods, and activities to levels of maturity, seasonal hazards, etc. Includes an extensive bibliography, suggestions for organizing student control of the elementary school, and directions for measuring knowledge outcomes.
Rochester.....	English.....	1936	7-12.....	M-193	Provides for the student who formerly would have dropped out of school. Emphasizes self-respect and social adjustment by providing practice in oral expression, parliamentary procedure, magazine and newspaper reading, radio and photoplay appreciation, reading for fun, and correct English usage.
	Social st.....	1935	X-8.....	P-117	Suggests activities, content, and source materials for centers of interest pertaining to the home, school, community, and the world in which we live.
	.....do.....	1936	4-7.....	P-279	Suggests activities, standards of attainment, units of subject-matter, references and source material for eight large centers of interest. Includes also charts showing related content of the curriculum and progressive steps in the growth of social relations. A special section is devoted to methods and processes of instruction.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>NEW YORK—Con.</b>					
Rochester.....	Socialist .....	1936	9.....	M-83	Offers an experimental type of syllabus which states units only in terms of generalizations and pupil activities, leaving teachers large freedom in determining content and teaching methods. Utilizes basic characteristics and trends of contemporary life to develop an interest in current world forces.
Sag Harbor.....	General.....		9-12.....	M-3	Lists courses. (Program of studies.)
Sodus.....	do.....	1936-37	9-12.....	P-40	Lists courses. (Handbook.)
Syracuse.....	Latin.....	1935	8.....	M-11	Outlines subject content and activities for an exploratory course.
	Science.....	1936	7.....	M-8	Outlines subject-matter and experiments for development of problems related to units in general science.
	do.....	1936	8.....	M-25	Provides questions and problems to be used in developing the concepts underlying each unit.
	do.....	1936	9.....	M-11	Arranges study questions and facts of each science unit in parallel columns.
Valley Stream.....	General.....	1936-37	9-12.....	P-84	Lists courses. (Handbook.)
Walton.....	do.....	1936-37	S-H.....	P-14	Lists programs of courses for diplomas in special fields.
Watertown.....	Arithmetic.....	1936	1-6.....	M-95	Outlines the treatment of a series of topics for each grade with suggested activities to develop meaning and teacher's references. Sections on functional arithmetic experiences to be added later.
	General.....	1934	K.....	M-140	Organizes materials and activities around social science, health, music, and other core subjects.
	Library instr.....	1934	K-12.....	M-142	Provides curriculum guidance in the use of books and libraries with suggested activities and bibliography for each grade.
<b>OHIO</b>					
Bellefontaine.....	General.....	1935-36	3-12.....	M-43	Schedules basal texts with page assignments, and periods per week for all subjects. (Handbook.)
Cincinnati.....	English.....	1936	7-9.....	M-63	Lists types of language activities in conversation, letter writing, and reading that adolescents enjoy, to be used by the teacher in organizing units of experience.
Cleveland Heights..	Science.....	1934	7.....	P-134	Gives exercises and problems for pupils in the study of general science.
	do.....	1934	9.....	P-68	Provides exercises and problems for students' study guide in general science.
Olyde.....	General.....	1935	7-12.....	M-9	Lists courses for a 6-year program and indicates units of credit for each. (Program of studies.)

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
Ohio—Continued					
Coshocton	General	1935	1-8	M-40	Includes an outline of topics and page assignment for each subject by grade. (Handbook.)
Cuyahoga Falls	Mathematics	1936	9-12	M-15	Lists subject content for general mathematics, business arithmetic, plane and solid geometry, and advanced algebra.
	Social st.	1936	9-12	M-35	Outlines content for units in American history, civics, business, world history, business law, sociology, economics, human geography, and American government, designating time allotment for each unit.
Fremont	Arithmetic	1935	1	M-11	Outlines objectives and procedures in number work by 6-week periods.
	do	1935	2	M-13	Includes a statement of objectives and activities in parallel arrangement, suggestions on method, and a list of references.
	do	1936	2	M-87	Gives exercises in arithmetic for grade 2. (Workbook.)
	Character ed.	1936	12	M-39	Presents about one-third of the text material for a new course in effective living which has as its background psychology and mental hygiene.
	English	1935	1-9	M-8	Lists minimum essentials in language by grade.
	General	1936	9-12	M-5	Gives schedule of required and elective courses for different curricula. (Program of studies.)
	Reading	1935	1-6	M-11	Assigns reading texts by grade and suggests general procedures for increasing speed of reading.
Georgetown	Social st.		7-8	M-6	Outlines subject matter for brief course in civics.
Greenville	General	1934-35	9-12	P-8	Lists required and elective courses. (Program of studies.)
Lorain	English	1936	1-6	M-100	Lists objectives in terms of pupil goals, and suggests teaching procedures and techniques for remedial instruction.
Maplewood	General	1936-37	1-12	M-6	Lists acquired courses for different diplomas in secondary schools and assigns pages in texts for each elementary grade.
Norwalk	do	1936-37	1-12	P-3	Lists subjects by grade.
Orrville	Art		1-8	M-20	Provides a guide for teaching, including a statement of what should be taught in free expression, form study, perspective, design, etc. A supplement of useful notes on art is appended.
	do		4-6	M-25	Lists problems and aims in art for each quarterly period. Gives other suggestive aids in the form of notes on art, and general information for teachers.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
Ohio—Continued					
Orville	Art		7-8	M-16	Continued.
	English	1936	7-8	M-13	Gives suggestions for teaching composition, and outlines the scope of subject matter by 6-week periods.
	Music		1	M-9	Gives directions to teachers for making lesson plans and reproduces score and text for a few appropriate songs.
	do		2	M-6	Continued.
	do		3	M-5	Gives brief instructions for work to be covered each 9-week period.
	do		4	M-5	Continued.
	do		5	M-5	Do.
	do		6	M-6	Do.
	Spelling	1937	2	M-4	Describes a technique for teaching spelling and assigns the scope of work by pages to be taught in each 6-week period.
Shaker Heights	General	1933-34	1-12	P-1	Indicates on a chart content, textbooks, and general notes on teaching all subjects for all grades.
Toledo	English	1935-36	7-8	M-30	Assigns required readings in literature in basal text, lists subject matter in grammar and supplementary leisure reading.
	do	1935-36	9-12	M-59	Outlines activities and procedures, and lists reading references for each grade.
	Foreign lang.	1935-36	9-12	M-16	Outlines content in Latin, French, and Spanish.
	History		11	M-41	Outlines a series of units in world history for superior and average groups.
	do		8-H	M-12	Develops plans for each of several units in history, including lists of activities and objective tests, and recommendations for adapting the content to less capable pupils.
	Social st.		12	M-37	Presents units in cultural sociology dealing with the growth of culture, human nature, human adjustment, and economic and social problems.
Wyoming	Arithmetic	1934	1-6	M-24	Outlines subject matter for each grade by 6-week term.
	Art	1936-37	1-6	M-19	Outlines general knowledge, skills, and evidences of growth in design, representation, color, and construction. Indicates appropriate subject matter and materials for each grade.
	Reading	1934	1-6	M-33	Outlines a reading program including suggested techniques for teaching oral and silent reading, phonics, appreciative reading, and for correlating reading with the total school program.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
OKLAHOMA					
Cushing	General	1936-37	7-12	P-4	Lists required and elective courses. (Program of studies.)
Oklahoma City	English	1934	7-12	P-233	Outlines content and procedures for topical units.
PENNSYLVANIA					
Abington	Arithmetic	1935-36	3-8	M-19	Outlines subject matter for each grade by report period.
Bedford	General	1936	1-12	M-19	Lists courses of study prepared during 3 years of work in curriculum construction and revision.
Butler	Com. ed.		10-12	M-25	Indicates textbooks and makes weekly assignments in notebooks, machine dictation, speed tests, and laboratory work.
	General	1934	1-6	M-77	Lists textbooks and assigns content by month, and gives general teaching aids.
	do	1934	7-8	M-31	Continued.
	History		S-H	M-10	Indicates textbook assignments and other materials by month.
	Latin		S-H	M-16	Outlines monthly lessons.
	Mathematics		S-H	M-11	Lists assignments in algebra, geometry, and trigonometry by months.
	Modern lang.		10-12	M-8	Outlines monthly lessons in French.
	Science		S-H	M-33	Includes suggested materials and techniques and monthly outlines of work in general science, biology, chemistry, and astronomy.
Cheltenham	General	1936	1-6	M-290	Summarizes activity units, not as a pattern but as suggestion for utilizing pupil interests in an integrated program.
Crafton	Arithmetic	1936	1-6	T-4	Lists subject-matter to be taught in each grade.
	General	1935-36	1-6	T-20	Describes various activity units developed in the elementary grades.
Doylestown	do		9-12	P-2	Lists required and elective courses for different curricula. (Program of studies.)
Girardville	do	1936-37	9-12	P-4	Gives class schedule and lists required and elective courses.
Honesdale	do	1936-37	9-12	M-1	Lists required and elective courses. (Program of studies.)
Johnsonburg	do	1936	9-12	P-9	Lists required and elective courses for four different curricula. (Program of studies.)
Lewistown	do		7-12	P-4	Describes different curricula and lists required and elective courses for each. (Program of studies.)
Middletown	Arithmetic	1935-36	1-6	M-28	Outlines content for each grade and includes some teaching aids.
Monaca	do	1935	1	M-12	Outlines number content by month, and lists spelling words.
	do		2	M-7	Continued.
	General	1936	1-6	M-11	Outlines content by grade and assigns units or pages in texts by days or weeks.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>PENNSYLVANIA—Continued</b>					
Monaca	General	1936-37	7-9	M-60	Provides a general guide for teachers, and includes a topical outline for each subject.
	Phys. ed.		4-6	M-8	Outlines 30 lessons in terms of teachers' directions.
	Science	1936-37	1-3	M-45	Lists topics to be covered by semesters in each grade, giving related problems and experiences, suggested activities, and helps for evaluating progress.
Nanty-Glo	History		4-8	M-78	Suggests materials and procedures for a series of units.
Narberth	English	1936	2-6	M-20	Outlines subject matter in different phases of English.
New Castle	Alcohol	1934	1-6	M-31	Suggests materials and activities for teaching the effects of alcohol and narcotics. Gives type stories, poems, and plays taken from books on health and temperance.
	Reading	1936	1-6	M-20	Outlines phonics to be taught in each elementary grade.
	Speech	1936	1-6	M-17	Provides a series of exercises by grades for drill in correct pronunciation and clear enunciation.
	do	1936	1-6	M-32	Provides background of information about voice training, the relation of thinking and bodily conditions to good voice, and the aims of voice training in school. Includes exercises for posture, breathing, and ease.
New Kensington	Arithmetic	1935	1-3	M-57	Gives detailed outline of content, with suggested teaching procedures.
	do	1936	4-6	M-114	Organizes units to show subject matter, activities, problems, and detailed teaching procedures in parallel columns.
	do	1936	7-8	M-176	Continued.
	do	1935	12	M-21	Provides a review course on computation based on needs identified through a testing program.
	Art	1934	1-6	M-140	Outlines problem units in different phases of art and suggests materials and procedures in columnar arrangement.
	Social st.	1936	4-6	M-244	Presents a series of units in geography each of which is based on a core thought or major understandings. Contains outlined subject matter, study questions, pupil activities, and a variety of new-type tests.
Northumberland	General	1934-35	9-12	P-1	Lists courses (Program of studies.)

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>PENNSYLVANIA—Continued</b>					
Philadelphia.....	English.....	1934	7.....	P-70	Outlines subject matter for oral and written English, grammar and spelling, literature and reading.
	General.....	1935	1-8.....	P-80	Provides helps in using course of study through a series of leaflets each devoted to a different subject or teaching problem.
	Handwriting..	1936	1-6.....	P-32	Outlines objectives, content, methods of procedure, and type lessons for each grade, with suggestions for measurement and remedial work.
	Social st.....	1934	7.....	P-60	Suggests approaches, method, content, and problems for a series of units on migration, colonization, territorial expansion, and citizenship.
Pittsburgh.....	Business ed...	1934	9B-9A....	P-43	Presents a topical outline on the general, nontechnical values in junior business education dealing with banks, credit, telephone, telegraph, travel, and other topics.
	Geography....	1936	4-6.....	P-187	Outlines a series of units with suggested materials, activities, and procedures.
	Music.....	1934	K-6.....	P-108	Considers principles of music instruction, the nature of musical appeal, general methods and processes, and an outline by years.
Reading.....	Arithmetic...	1934	4.....	M-10	Outlines subject matter by semester and suggests teaching procedures.
	....do.....	1934	5.....	M-15	Continued.
	English.....	1934	4.....	M-13	Outlines content and provides type letters and creative verse written by fourth-grade pupils in class projects.
	....do.....	1934	5.....	M-15	Outlines subject matter and gives illustrations of acceptable achievements in language expression.
	....do.....	1934	6.....	M-20	Continued.
	....do.....	1936	7-9.....	M-6	Provides outline of required readings, themes, book reports, and memory work by marking periods.
	....do.....	1936	8-H.....	M-11	Lists reading references and subject matter.
	Geography....	1934	4.....	M-30	Provides an outline of subject matter with suggested approaches and procedures for the teacher and projects and activities for the pupil.
	....do.....	1934	5.....	M-34	Continued.
	....do.....	1934-35	6.....	M-53	Do.
	History.....	1934	4.....	M-6	Presents an outline of subject matter and suggests ways of correlating history with other subjects.
	....do.....	1934	5.....	M-6	Continued.
	....do.....	1934	6.....	M-11	Do.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>PENNSYLVANIA—Continued</b>					
Reading	History		S-H	T-6	Gives topical outline for courses in social science and industrial history.
	do.		S-H	M-8	Outlines content of a 3-year course in the history of civilization.
	Home econ	1936	7-8	M-21	Indicates a sequence of lessons and outlines, appropriate content, references, and class activities for a course in foods.
	do.	1936	7-9	M-10	Outlines a series of lessons on clothing and personal hygiene.
	do.	1936	9	M-14	Outlines aims, content, references, and class activities for units on home and family.
	do.	1935-36	9	T-10	Includes outline for a first-year course in clothing.
	do.	1935-36	S-H	T-12	Continues a second-year course in clothing.
	do.	1935-36	S-H	M-6	Gives brief topical outline for a second course in foods and nutrition.
	do.	1935-36	12	T-23	Outlines an advanced course in home and family.
	Mathematics		7-12	T-10	Includes a statement of philosophy, aims, guiding principles, and outlined subject-matter for a mathematics curriculum.
Sharon Hill	General		7-12	M-3	Lists required and elective courses. (Program of studies.)
Sunbury	do.	1936-37	9-12	P-14	Lists courses. (School booklet.)
Swarthmore	Social st	1936	7-12	M-39	Gives longitudinal analysis of the social science program, including objectives, methods, procedures, and materials. Provides help in adapting materials to meet pupil needs at each level, and in correlating the course with English, art, and music. Gives detailed outline of music in the American culture course.
Tyrone	English		7	M-28	Outlines subject-matter and related activities for different phases of English.
Uniontown	Art	1935	1	M-21	Outlines subject-matter for each month and furnishes patterns for paper cutting and folding.
	do.	1935	2	M-27	Continued.
	do.	1935	3	M-52	Follows plan of earlier grades supplying many patterns for drawing and design.
	do.	1935	4	M-66	Continued.
	do.	1935	5	M-40	Continued. Contains suggestive designs.
	do.	1935	6	M-36	Continued.
	Music	1935	1	M-7	Lists songs for each month and suggests records for music appreciation.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>PENNSYLVANIA—Continued</b>					
Uniontown.....	Music.....	1935	2-3.....	M-8	Continued.
	.....do.....	1935	3.....	M-7	Do.
	.....do.....	1935	4.....	M-10	Do.
	.....do.....	1935	5.....	M-27	Includes general suggestions for teaching, for notebook work, and for music appreciations. Outlines songs and technical study for each month.
	.....do.....	1935	6.....	M-26	Continued.
<b>RHODE ISLAND</b>					
Cranston.....	Arithmetic...	1934	5.....	M-10	Outlines subject matter and gives general suggestions for teaching. Continued.
	.....do.....	1935	6.....	M-9	
	Home econ....	1934	7B-8A.....	M-10	Defines problems pertaining to clothing and provides an outline of subject matter and teaching suggestions.
	.....do.....	1935	9.....	M-22	Presents topical units on foods with study questions.
East Greenwich.....	Health.....	1936	1-6.....	M-124	Outlines subject matter for a series of health units for each grade and suggests drills, exercises, and lessons in physical education.
	Reading.....	1934	4-6.....	M-71	Provides suggestions for carrying out various aspects of the reading program and outlines reading units for each grade.
	Social st.....	1935	1-3.....	M-54	Outlines a series of units for each grade with suggested teaching procedures and materials and pupil activities.
	.....do.....	1935	4-6.....	M-158	Organizes geographical and historical subject matter into units of work, arranged in parallel columns, to be fused wherever possible by activity units.
Johnston.....	Arithmetic.....	2-6.....		M-19	Lists content to be taught in each grade.
Providence.....	Geography....	1935	1.....	M-69	Presents a series of units with suggested approaches, materials, references, and informational content for the teacher's background. Includes also an analysis of needs pertaining to the purchase of geographical materials.
	Home econ....	1935	7-9.....	M-17	Outlines subject matter under suggested problems relating to a series of units.
	.....do.....	1935	10-12.....	M-76	Continued. Includes a course for boys.
Warren.....	Arithmetic.....		1-6.....	M-32	Lists topics by grade with suggested daily time allotments.
	English.....		1-6.....	M-46	Lists topics and page references in textbooks, and defines attainments for each grade.
	Geography.....		3-6.....	M-9	Gives a topical outline by grade.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>RHODE ISLAND—Continued</b>					
Warren.....	History.....		1-8.....	M-13	Lists topics in history and civics for each grade.
	Reading.....		1-8.....	M-5	Lists required and supplementary readers by grade.
<b>SOUTH CAROLINA</b>					
Greenville.....	General.....	1936	1-12.....	M-123	Offers suggestions for selecting, developing, and organizing a center of interest or unit of work, and outlines minimum attainments in each subject field by grades.
<b>SOUTH DAKOTA</b>					
Aberdeen.....	Arithmetic.....	1935-36	1-6.....	M-73	Outlines subject matter for each grade by 6-week periods and gives suggestions for teaching.
	Art.....	1934-35	1-6.....	M-15	Describes work to be accomplished at each grade level in different phases of art.
	English.....	1936	S-H.....	M-78	Provides a course in drama composed of 10 outline units on acting in a play, presenting a reading, telling a story, and costuming a play. Gives suggestions for additional units, and lists of plays, professional readings, and publishers of dramatic materials.
	General.....	1934-35	1-6.....	M-59	Outlines work in English, handwriting, and spelling by grade, suggests methods, and presents printed forms for individual records of spelling and handwriting.
	Geography.....	1934-35	4.....	M-162	Presents a series of units with a body of information, a statement of major understandings and attainments, and sample tests.
	do.....	1934-35	5.....	M-102	Continued.
	do.....	1934-35	6.....	M-142	Do.
	Health.....	1935-36	1-6.....	M-128	Presents interest centers, content, suggested activities, and method in parallel arrangement. Includes topics for conversation and discussion, plans for correlation with other subjects, and a statement of desired outcomes.
	History.....	1935-36	5-6.....	M-95	Provides content for an overview, a detailed outline of subject-matter, and suggested problems, activities, and readings for several units.
	Mathematics.....	1936	S-H.....	M-73	Outlines units in advanced algebra with specific objectives, subject-matter, teaching procedures, and pupil activities arranged in parallel columns.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>SOUTH DAKOTA—Continued</b>					
Aberdeen	Reading	1935-36	1-6.....	M-56	Outlines the work of each grade and suggests appropriate materials and procedures for attaining definite goals.
	Science	1935-36	1-6.....	M-111	Outlined units with suggested approaches, problems, procedures and activities, and a list of experiments or observations designed to give primary children first-hand experiences with the physical world.
	Social st.	1935-36	1-8.....	M-110	Provides a body of information to be used for overview, approaches, and body of subject-matter for each unit.
	do.	1934	9.....	M-140	Organizes a series of units, each based on an underlying theme and providing suggestive approaches, assimilative material procedures, and pupil activities necessary for acquiring understandings of the proposed theme.
	Vocational ed.		8-H.....	M-50	Presents a job analysis of 12 vocations. Suggests means of adjusting the worker to the job, and outlines plans for administering and supervising a coeducational vocational program.
Mobridge	General	1936	8-H.....	M-17	Lists and describes courses. (Handbook.)
Sioux Falls	do.	1936-37	1-8.....	M-159	Lists subject-matter for each grade by 6-week periods. Page assignments are generally included.
<b>TENNESSEE</b>					
Knoxville	Social st.	1935	1-8.....	M-34	Outlines a series of units with suggested approaches, activities, procedures, and culminating activities.
Manchester	General	1936-37	9-12.....	M-3	Lists texts for all subjects in each grade of high school.
Nashville	Extracurricular	1934	Elem.....	M-63	Indicates purposes of extracurricular activities, suggests weekly home-room programs, and plans for assemblies, club activities, and intramural sports.
<b>TEXAS</b>					
Austin	Arithmetic	1936	1-6.....	M-48	Lists topics to be taught in each 6-week period.
	Auditorium	1935	1-9.....	M-61	Lists a series of programs to show how the work in the auditorium may correlate with the activities of other departments. Outlines the nature of specific types of work: Visual instruction, special weeks, and special days, with bibliographies for each.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Austin .....	Character ed.	1933-34	1-3.....	M-32	Lists stories, poems, charts, booklets, proverbs, and games for use in developing such character traits as kindness, self-reliance, courtesy, truth, and reliability.
	English .....	1936	6-8.....	M-110	Lists topics in composition, grammar, literature, reading, and spelling to be taught each week. Gives type lessons and detailed plans for teaching.
	Handwriting .....	1936	1-5.....	M-38	Suggests materials and procedures for teaching handwriting in all grades, with attention to diagnosis and correction of difficulties.
	Mathematics .....	1935	6.....	M-28	Organizes required general mathematics into 11 units of work, each arranged as a minimum and an enriched course.
	do.....	1935	7.....	M-28	Continued.
	do.....	1935	8.....	M-31	Do.
	do.....	1935	9.....	M-43	Organizes topical units in algebra with suggestions for enrichment and evaluation.
	do.....	1935	10.....	M-37	Organizes units in plane geometry.
	do.....	1935	11.....	M-46	Provides units in algebra III and IV after plan of earlier courses.
	do.....	1935	12.....	M-45	Provides a differentiated program in solid geometry and plane trigonometry.
	Phys. ed.....	1936	1-5.....	M-109	Plans the instructional activities in physical education and gives suggestions for teaching games, rhythms, dramatic games, stunts, and team games appropriate for different grades.
	Reading.....	1936	6.....	M-56	Provides detailed plans for teaching specific selections in reading. Allows for adjustment to needs of pupils.
	Social st.....	1934	4-5.....	M-83	Outlines topical units of study by geographical areas, and gives sample tests for various units.
	Spelling.....	1936	1-5.....	M-27	Comprises chiefly a supplementary spelling list by grades and weeks, with suggestive procedure for corrective teaching.
Beaumont .....	English .....	6-8.....	.....	P-90	Outlines materials and procedures for teaching written English, functional grammar, use of the dictionary, and literature. Defines minimum essentials and lists required memory work and readings for levels A, B, and C. Type lessons are included.

TABLE II—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Beaumont	English		9	P-13	Outlines a course in composition, with suggested daily procedures and materials, and a statement of minimum essentials for levels A, B, C, and D.
	do		9	P-16	Outlines content in literature, suggests teaching techniques for certain classics: <i>Silas Marner</i> , <i>Julius Caesar</i> , etc., and states minimum essentials of the course.
	do		10	P-12	Outlines a course in composition with time allotments indicated for different phases of English letter writing, theme study, and sentence study.
	do		10	P-21	Outlines content in literature, and suggests teaching techniques for various classics, and methods of adapting requirements to A, B, and C groups.
	General		1-2	P-77	Outlines objectives, procedures, and content of subjects for each grade and organizes a series of projects integrating these subjects. Provides for adjustment of the course to individual abilities.
	do		3-5	M-170	Continued.
	Health		6-8	P-17	Provides outline of topics by grade.
	do		J-H	P-33	Outlines topics and activities of a health course for girls by quarters, and provides bibliographies and tests for each quarter.
	do		8-H	P-81	Outlines units in health education for quarterly programs, including personal, sex, school, and community hygiene, healthful living, etc. Includes a tentative program of activities in physical education by months.
	Mathematics		6-7	P-45	Organizes units with suggested activities, teaching methods, and minimum essentials. Includes aids in testing, drill, and problem-solving. Effort is made throughout to apply mathematics to the home and community and to consider its genuine uses.
	Music		1-12	P-78	Suggests music materials and methods by month. Includes orchestra, class in piano, music clubs, and radio lessons. (Illustrated.)
	Phys. ed.		6-8	P-7	Lists activities by quarters for boys.
	do		6-8	P-9	Lists physical activities for girls by quarters.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Beaumont.....	Science.....	8.....	P-35	Outlines a series of 17 units in general science (the last two for fast-moving groups), including suggested experiments, topics and projects, study references, sample work sheets, and tests.	
	Social st.....	6.....	P-39	Provides a guide for teachers by listing topics relating to unit problems and suggestive references.	
	do.....	7.....	P-56	Presents outlines of projects and problems to aid in translating content into learning activities for pupils.	
El Paso.....	Art.....	1936	9-12.....	M-17	Outlines courses in costume design and in commercial art. Each course specifies content, instructional procedure, and instructional aids.
	Com. ed.....	1936	9-12.....	M-210	Outlines content, procedures, and materials for teaching 12 commercial subjects. Represents best office procedures, introduces students to actual practice.
	Foreign lang.....	1936	S-H.....	M-170	Organizes courses in French, Latin, and Spanish by 6-week periods, outlining content, instructional procedure, and instructional aids in parallel columns.
	Home econ.....	1936	9-10.....	M-98	Outlines units in clothing and food in columnar arrangement.
	Indus. arts.....	1936	7-12.....	M-86	Outlines courses in general shop, woodwork, mechanical drawing, and auto mechanics, by 6-week periods, with instructional procedures and aids in parallel columns. Provides sample study sheets and sample tests.
	Mathematics.....	1936	9-12.....	M-182	Presents outlined units in general mathematics, algebra, geometry, and advanced arithmetic, by columnar arrangement.
	Music.....	1936	1-6.....	M-55	Presents a music outline by 6-week periods, including chorus, piano, voice, and violin. The outlines provide page references in texts, a statement of instructional procedure, and a list of instructional aids.
Fort Worth.....	Arithmetic.....	1936	4-6.....	M-355	Indicates basic principles, concepts, involved in quantitative thinking, and procedures used in their development, also suggested activities from children's experiences, and possibilities for quantitative thinking in other subjects.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Fort Worth.....	English.....	1935	1.....	M-167	Suggests language activities arising in social studies, science, fine arts, and elsewhere, and organizes units for developing desirable language abilities.
	...do.....	1935	5.....	M-257	Aims to provide language experiences involving centers of expression approximating life situations.
	...do.....	1935	9-11.....	M-317	Provides opportunity for listening, reading, writing, and talking about ideas in fields of interest which appeal to students: Prized possessions, dress through the ages, radio and its influences, vacation camping, and motion pictures in modern life.
	Mathematics.....	1936	7-9.....	M-198	Includes units in general mathematics and algebra I and II, to represent social aspects of living: Economy in buying, the relation of the bank to the individual, using money to earn money, etc. Suggests an overview, materials, activities, and references for each unit.
	Science.....	1934	8.....	M-116	Organizes science content into a series of 7 units, with suggested approaches, activities, references, and culminating activities.
Houston.....	Biology.....	1934-35	S-H.....	M-43	Outlines units for a first course in biology with suggested projects, experiments, references, and materials. Defines minimum requirements for laboratory work.
	... do.....	1934-35	S-H.....	M-45	Provides units for a second course in biology.
	Chemistry.....	1934-35	S-H.....	M-37	Outlines content for a series of units and suggests activities, problems, projects, and procedures. Includes general directions for testing.
	....do.....	1934-35	S-H.....	M-31	Continues units for chemistry II.
	Com. ed.....	1934-35	9.....	M-47	Presents 6 units for a first year of typewriting. Suggests standards for technique, output, and accuracy, and recommends tests.
	....do.....	1936-37	S-H.....	M-34	Outlines techniques and skills involved in each of a series of units in typewriting III and IV, and suggests desirable standards of attainment.
	Health.....	1936-38	6-8.....	M-62	Outlines content, activities, and problems related to each health unit prepared for junior high school, and recommends references for pupils and teachers.

TABLE II.—CITY COURSES OF STUDY—Continued.

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Houston .....	Health.....	1936-37	9-11.....	M-200	Outlines a method of personal inventory for senior high school girls, and units pertaining to health habits, health care, and appearance. Includes a series of score cards for personal records.
	Journalism.....	1933-34	7.....	M-15	Plans an exploratory course embracing work that can be covered normally in 6 weeks. Relates journalism to other vocations and professions and to other types of school work.
	.....do.....	1933-34	S-H.....	M-41	Outlines a course in journalism I, indicating subject matter, materials, activities, problems, and procedures for each unit. Includes units on the news story, copy reading, the sports story, and other types of writing.
	.....do.....	1933-34	S-H.....	M-29	Offers a more specialized type of work through a second course in journalism with units dealing with high-school publications, make-up, editorials, feature writing, and magazine appreciation.
	Modern lang.....	1933-34	J-S.....	M-32	Outlines subject matter in Spanish and suggests methods applicable to grammar and syntax, composition, reading, and pronunciation.
	Physics.....	1933-34	S-H.....	M-36	Outlines 9 units in physics, each with suggested content, references, activities (projects, experiments, demonstrations, and vocabulary) and teaching procedures.
	.....do.....	1933-34	S-H.....	M-25	Affords a second course in physics.
	Science.....	1934-35	J-H.....	M-17	Outlines a broadening and finding course in natural science. Includes units on animals, rocks, minerals, and soil. Time allotments, projects, and readings are suggested.
	.....do.....	1935-36	8.....	M-46	Suggests a course in general science for low eighth grade, following 1 controlling theme—man's uses of energy in increasing his control over his environment.
	Social st.....	1933-34	1.....	M-115	Suggests centers of interest for integrated units on family and community life, and gives brief outlines of specific units.
	.....do.....	1933-34	2.....	M-49	Describes a 6-weeks' unit on primitive life for high second grade with suggested approaches, learning situations, materials, means of evaluation, and teacher's bibliography. Provides a body of information material adapted from reference books for the teacher's use.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
TEXAS—Continued					
Houston	Social st.	1934-35	3.....	M-46	Outlines a unit of activity to show how plants, animals, and man adapt themselves to physical environment in temperate lands of which Texas is a type.
	do	1934-35	7.....	M-49	Provides a 6-week unit on the industrial revolution.
San Antonio	Chemistry	1934	S-H.....	M-49	Includes text assignments and suggested laboratory work for a series of units.
	English	1934	9.....	M-211	Outlines units in oral and written expression, grammar, spelling, and literature, including the novel, biography, drama, myths, and stories in verse.
	do	1934	10.....	M-277	Plans a language-composition course for students of the upper level of ability and provides a reading-literature program on the essay, short story, poetry, drama, and novel.
	do	1935	11.....	M-165	Suggests activities and procedures for units in oral and written expression, grammar, romantic poetry, the English novel, older English poetry, and English drama.
	History	1934	S-H.....	M-151	Outlines topical units in American history arranging objectives, procedures, activities, and outcomes in parallel columns.
	do	1935	S-H.....	M-139	Outlines units in world history with objectives, procedures, activities, and outcomes in parallel columns.
	Phys. ed.	1935	J-H.....	M-124	Suggests an activity outline, practice drills, formations, and tests for a boys' program. Includes a type lesson and suggests materials for health instruction.
	do	1935	J-H.....	M-102	Provides a course for girls, with general suggestions for drills and formations, tests, class organization, and grading. Outlines activities by 3-week periods, and describes activities and games, giving a type-lesson plan.
	do	1935	S-H.....	M-123	Outlines activities, drills, formations, and tests for a course in physical education and health for boys.
	do	1934	S-H.....	M-69	Presents content of a course for girls and gives type lessons.
Vernon	General	1936-37	1.....	M-6	States content to be taught by 6-week periods in reading, numbers, language, spelling, health, and other subjects.
	do	1936-37	2.....	M-10	Continued.
	do	1936-37	3.....	M-24	Do

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special Features
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Vernon.....	General.....	1936-37	4.....	M-29	Includes an outline of subject matter, and a list of several hundred books classified by theme, which are appropriate for reading in fourth grade.
	do.....	1936-37	5.....	M-26	Continued.
	do.....	1936-37	6.....	M-43	Do.
	do.....	1936-37	7.....	M-15	Do.
Waco.....	English.....	1935-36	7-8.....	M-57	Offers a course in English divided between literature and grammar. Gives teaching plans for several literary readings, and outlines grammar by weeks.
	do.....	1935-36	9-11.....	M-57	Develops a topical outline in composition and literature for each year.
<b>UTAH</b>					
Salt Lake City.....	Arithmetic...	1936	K-6.....	M-174	Includes suggested goals, materials, procedures, inventory and diagnostic tests, and recommendations for remedial work.
<b>VERMONT</b>					
Montpelier.....	General.....	1935	9-12.....	P-46	Describes courses of study. (A guide-book for parents and students.)
Orleans.....	do.....	1936-37	7-12.....	T-6	Lists required and elective courses. (Program of studies.)
Sheldon.....	do.....	1935-36	9-12.....	P-4	Lists courses. (Program of studies.)
<b>VIRGINIA</b>					
Richmond.....	Arithmetic...	1936	K-6.....	M-22	Locates topics and processes in the several grades on the basis of study and experimentation.
	English.....	1936	6-8.....	M-100	Provides principles of teaching the various phases of English, a bibliography for teachers, and an intensive reading list for pupils. Summarizes grammatical nomenclature in English, and gives charts outlining content and methods involved in a liberal and a fundamental course.
	General.....	1934	9-12.....	M-19	Indicates the major points at which the State course of study will render assistance and gives guidance in planning teaching units.
	Reading.....	1936	1-7.....	M-39	Gives suggestive procedures for teachers.
	Social st.....	1936	4-12.....	M-43	Suggests activities to introduce in connection with centers of interest in the State course of study.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WASHINGTON</b>					
Bellingham.....	Social st.....	1936	1-3.....	M-119	Outlines subject matter, procedures, activities, materials, outcomes, references, and problems relating to units on home, school, and community.
	.....do.....	1935	4-6.....	M-152	Organizes a series of units, the number and order of presentation optional to the teacher, depending on the abilities and interests of pupils.
	.....do.....	1935	7-8.....	M-105	Presents a series of teaching units with suggested optional contemporary units pertaining to the depression, a half-century of progress, and current affairs. Follows plan of earlier grades.
Bremerton.....	Arithmetic.....	1936	1-6.....	M-9	Lists subject matter by semester and suggests methods of teaching and testing.
	English.....	1936	1.....	M-3	Lists materials and standards of oral English.
	.....do.....	1936	2.....	M-4	Lists topics and activities for motivating expression, and indicates the mechanics and media of expression to be emphasized.
	.....do.....	1936	3.....	M-9	Outlines a unit on the circus to illustrate language development through a purposeful activity.
	Reading.....	1936	1-3.....	M-7	Contains a reading list and content in phonics for each year.
	Social st.....	1936	1.....	M-18	Provides units on school, home, and community life.
	.....do.....	1936	2.....	M-11	Outlines units on community services.
	.....do.....	1936	3.....	M-9	Outlines units on Indians, the local community, and clothing.
	.....do.....	1936	5.....	M-35	Continues with units on how the old world came to find the new.
	.....do.....	1936	6.....	M-20	Continues with units on Europe and Asia.
Seattle.....	Character ed..	1935	1-12.....	P-239	Reports, activities, and experiences which have been found productive for character growth. Entitled "Successful living."
Spokane.....	General.....	1935	1-8.....	P-45	Lists texts and assignment of work in each grade.
Tacoma.....	English.....	1935	7-11.....	M-47	Lists activities in oral and written expression, grammar, punctuation, and spelling. Provides style sheets for all aspects of English. Suggests means of adapting the course to low-ability groups.
	.....do.....	1935	S-H.....	M-11	Outlines briefly the objectives and content of eight elective courses.
	Reading.....	1936	7-11.....	M-78	Provides a flexible course in reading and literature which aims to meet varying abilities, interests, and experiences by modified reading lists, remedial reading, and use of work books in reading.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WASHINGTON—Con.</b>					
Yakima.....	English.....	1936	1-6.....	M-139	Outlines units in language and in social studies. Includes references for pupils and teachers, and desirable experiences and activities essential for attaining outcomes of each unit.
<b>WISCONSIN</b>					
Appleton.....	Phys. ed.....	1936	1-6.....	M-40	Shows time-allotment for different types of activities and describes specific games for each grade.
Black River Falls...	Arithmetic....	1935-36	2-8.....	M-11	Includes general teaching suggestions and page assignments by months.
	English.....	1936-37	1-2.....	M-7	Outlines daily lessons.
	Geography.....		7.....	M-9	Outlines major problems suggesting methods of approach, study questions, and activities.
Chippewa Falls.....	English.....		1.....	M-86	Lists language activities in conversation, stories, memory work, and picture study. Provides content in form of poems and stories quoted from textbooks and anthologies.
	.....do.....	1936	2.....	M-67	Continued.
	Safety.....		1-3.....	M-29	Outlines a safety program by months and provides poems and stories copied from school readers.
	.....do.....		4-6.....	M-14	Continued.
Janesville.....	General.....	1935-36	K.....	M-80	Suggests approaches, activities, and materials for literary appreciation, reading readiness, nature study, social science, and other phases of the kindergarten curriculum.
	Reading.....	1936-37	6.....	M-60	Describes reading units on adventure, carrying the mail, animals, and deep-sea stories. Suggests approaches, activities, and references.
Kenosha.....	Arithmetic....	1936	1-6.....	M-21	Outlines subject matter in basal text for each grade.
	.....do.....	1934	Ungraded.	M-16	Suggests units and activities for ungraded groups.
	Art.....	1934	1-6.....	M-24	Includes lists of materials, books, and magazines, outlines of work, and suggested methods.
	Biology.....	1934	S-H.....	M-2	Outlines content and suggests methods of teaching.
	Business ed...	1936	S-H.....	M-6	Provides assignments by weeks and suggests methods of teaching book-keeping.
	.....do.....	1936	S-H.....	M-3	Outlines work in salesmanship by 2- and 3-week periods.
	.....do.....	1936	S-H.....	M-5	Outlines content, indicates page assignments by weeks, and suggests methods of teaching advanced business principles.
	Character ed...	1935	Ungraded.	M-17	Contains topics for discussion, dramatization, and other activities, for developing respect for property, thrift, and manners.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WISCONSIN—Con.</b>					
Kenosha.....	Dramatics.....	1936	S-H.....	M-3	Outlines topics and suggests methods.
	Economics.....	1936	S-H.....	M-6	Gives an outline of work and suggests methods of teaching.
	General.....	1936	1-6.....	M-16	Gives titles of texts, outlines of each subject, time distribution, and suggested program by grade.
	.....do.....	1936	7-9.....	M-4	Continued.
	.....do.....	1936	S-H.....	M-7	Do.
	Geography.....	1936	7.....	M-39	Organizes a series of units with suggested references for each.
	Health.....	1934	10-11.....	M-7	Recommends content of a course in health and hygiene for girls.
	Modern lang.....	1934	S-H.....	M-5	Suggests materials, outlines of work, methods, and time distribution for a series of courses in Italian.
	Music.....	1935	K.....	M-7	Classifies songs for appreciation and memorizing by 4- and 5-year-old groups.
	Phys. ed.....	1935	7-9.....	M-6	Defines requirements and outlines work.
	.....do.....	1934	S-H.....	M-7	Continued for boys.
	.....do.....	1935	S-H.....	M-13	Continued for girls.
	Reading.....	1936	K-2.....	M-6	Suggests materials and methods for developing reading readiness and introducing pupils to reading.
	.....do.....	1936	3-6.....	M-8	Outlines content for each grade and suggests exercises for developing reading skills.
	Science.....	1936	K-1.....	M-13	Suggests spring science activities relating to birds, animals, plants, and other interests.
	.....do.....	1936	8-9.....	M-12	Provides list of materials, outlines of content, and general suggestions for method.
	Social st.....	1935	K-1.....	M-40	Gives suggestions for selecting units of experience and provides detailed outlines for units on parks and playgrounds, the library, the farm, and the grocery store.
	.....do.....	1935	2.....	M-39	Outlines two integrated units on the uses of the lake and community services. Suggests materials, activities, and tests adapted to three levels of ability.
	.....do.....	1935	3B.....	M-46	Outlines units on food, clothing, and shelter adapted for three levels of ability. Integrates experiences from all subject fields and provides teaching information and tests.
	.....do.....	1935	3A.....	M-61	Continues with units on transportation, communication, and records, according to the plan of units for earlier grades.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
WISCONSIN—Con.					
Kenosha.....	Social st.....	1935	4B.....	M-18	Continues with units on the development of civilization. Follows plan of earlier grades and provides pupil guide sheets.
	.....do.....	1935	4A.....	M-10	Continues with a unit on the Romans.
	.....do.....	1935	5B.....	M-50	Continues with units on life in the Middle Ages.
	.....do.....	1935	5A.....	M-22	Continues with units on conditions in Europe leading to the discovery of America and early discoverers and explorers.
	.....do.....	1935	6B.....	M-82	Continues with units on Indian life, the Revolution, and the local community.
	.....do.....	1935	6A.....	M-127	Continues with units in American history following the Revolutionary War.
	.....do.....	1936	7-9.....	M-13	Includes an outline of subject matter and general suggestions as to methods for integrating subjects, directing study, providing for individual differences, testing, and evaluating outcomes.
	Spelling.....	1936	1-6.....	M-42	Suggests methods and procedures and provides a spelling list for each grade.
Madison.....	Science.....	1936	4.....	M-40	Outlines units on birds, insects, and animals, each with a body of information for teaching, suggested materials, activities, and means of correlation and evaluation.
	.....do.....	1936	5.....	M-12	Continues with units on forests and weather.
	Social st.....	1934	K.....	M-74	Includes units based on children's interests: Animals, our community, and transportation. Suggests approaches, activities, tests, and means of providing for individual differences, and for integrating with other fields.
	.....do.....	1934	3.....	M-65	Continues with units based on farm life, ranch life, light, cotton, rubber, etc.
	.....do.....	1934	4.....	M-71	Continues with units on desert life, the jungle, etc.
	.....do.....	1934	5.....	M-67	Continues with units on the United States.
	.....do.....	1934	6.....	M-70	Continues with units on the story of architecture, government, industry, books and records, etc.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WISCONSIN—Con.</b>					
Manitowoc	Literature	1936	K	M-58	Composed of an annotated list of stories and poems classified by theme.
	Social st.	1935	K	P-207	Outlines integrated units on home, community, and nature, with suggested materials and activities. Gives specific attention to dramatization and to developing reading readiness.
	do	1935	1	M-106	Provides a series of units pertaining to the home, with suggested approaches, activities, procedures, readings, and tests.
	do	1936	2	M-160	Continued.
Milwaukee	Arithmetic	1934	6	M-34	Arranges objectives, procedures, activities, and outcomes in parallel columns by weeks.
	do	1934	7B	M-39	Continued.
	do	1935	7A	M-36	Do.
	do	1935	8B	M-42	Do.
	do	1936	8A	M-42	Do.
	Art	1936	8-8	M-7	Shows points of correlation of art and the social studies.
	do	1936	8	M-3	Suggests exercises to help teachers correlate art with other subject-matter.
	do	1936	8-7	M-6	Outlines a course in the appreciation, use, and technique of lettering.
	do		9-12	M-8	Outlines an advanced course in costume design and figure drawing.
	General	1936-37	1	M-9	Lists minimum requirements in reading, writing, language, and other subjects, for A and B divisions.
	do	1936-37	2	M-10	Continued.
	do	1936-37	3	M-22	Do.
	do	1936-37	4	M-18	Do.
	History	1936	6	M-9	Describes a project on the building of a stained glass window connected with a study of the Middle Ages.
	Indus. arts		9-12	M-8	Outlines subject matter for an advanced course in home planning and architecture.
	do		9-12	M-13	Lists topics in commercial art and industrial design and describes graphic techniques related to each.
	do		9-12	M-12	Lists subject matter in textile design, pottery, the art and craft of leather, marionettes, metal craft design, and ceramics.
	Literature	1936	K	M-10	Provides a classified list of poetry suitable for 4- and 5-year-old children.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WISCONSIN—Con.</b>					
Milwaukee.....	Literature.....	1936	K.....	M-7	Lists stories pertaining to animals, nature, practical problems, humor, holidays, etc., appropriate for 4-year-old and 5-year-old children.
	Phys. ed.....	1936	K.....	M-9	Lists types of rhythms—marches, runs, gallops, skips, interpretive music, etc., appropriate for 4- and 5-year-old children.
	do.....	1934	K.....	M-8	Describes games and play activities for sense training and the development of reading readiness.
	Social st.....	3-4.....		M-6	Lists subject-matter and materials in geography, history, and civics.
Oshkosh.....	Art.....	1935	1-8.....	M-101	Provides an outline of the arts, standards of attainment for each grade, lists of pictures, and suggested procedures for teaching lettering, design, soap carving, figure study, basketry, clay modeling, puppetry, batik, and toy making. (Illustrated.)
	Special st.....	1936	K-2.....	M-28	Outlines the subject matter of suggested units on home, school, seasons, holidays, and other interests. Represents a study of outstanding courses of study in other cities.
Park Falls.....	General.....	1935-36	9-12.....	P-42	Describes courses. (Handbook.)
Port Washington.....	do.....	1936-37	9-12.....	M-4	Lists required and elective courses for different curricula. (Program of studies.)
Shorewood.....	Science.....	1936-37	K.....	M-37	Presents 5 units on foods, animals, butterflies, rabbits, and plants, with suggested activities, references, and means of evaluation.
	do.....	1936-37	1.....	M-75	Continues with seasonal units on insects, pets, birds, and other centers of interest.
	do.....	1936-37	2.....	M-46	Continues with units on weather, plants, animals, and liquids and solids. Organized after the plan for earlier grades.
	do.....	1934	3.....	M-123	Outlines detailed units, including guide sheets and tests on insects, electricity, cleanliness, water, cycle, work of rivers, bird migration, and heat. (Illustrated.)
South Milwaukee.....	Social st.....		K.....	M-21	Outlines integrated units on home, animals, and store, each with suggested approaches, experiences, materials, procedures, references, culminating activities, and means of evaluation.
	do.....		1.....	M-40	Continues with units on pets, home and family, needs of the family, and our holidays.

TABLE II.—CITY COURSES OF STUDY—Continued

City and State	Subject	Year	Grades	Pages	Special features
WISCONSIN—Con.					
South Milwaukee.....	Social st.....		2.....	M-70	Continues with units on the food market, the policeman, the farm, the dairy, our school, and our holidays.
	.....do.....		3.....	M-23	Continues with units on Indians, nature, health, and good citizens. Lists required and elective courses. (Handbook.)
Sparta.....	General.....	1935	7-12.....	P-8	
Superior.....	Science.....	1936	1-6.....	M-25	Lists units by season, with suggested references and time allotments.
	.....do.....	1935	9.....	M-172	Outlines subject-matter of each unit under a series of related problems. Provides previews, pretests, and study questions.
	Social st.....	1936	K-12.....	M-23	Presents a topical outline, activities and suggested time allotment for each grade.
WYOMING					
Laramie.....	General.....	1936	2-6.....	M-19	Gives page assignments in different subjects by 6-week periods.

TABLE III.--COUNTY COURSES OF STUDY

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ALABAMA</b>					
Calhoun.....	General.....	1935	7-12.....	M-53	Includes a statement of objectives, outcomes, and guiding principles for selecting subject matter in all fields.
Jefferson.....	Vocational ed.....		8-9.....	M-7	Outlines occupational projects related to 6 units on personal improvement, clothing, foods, health, home, and child welfare.
	Indus. art.....	1937	J-H.....	M-111	Outlines projects with suggested methods of procedure and suggestions for correlating with other subjects. (Illustrated.)
<b>ARKANSAS</b>					
Marion.....	General.....	1936-37	1-8.....	P-98	Provides suggestive outlines for each quarter of the school year in a series of 4 bulletins.
<b>CALIFORNIA</b>					
Contra Costa.....	Nature st.....	1935	Elem.....	M-27	Describes a series of projects on rocks, birds, flowers, butterflies, and other topics, suggesting equipment, procedures, and materials.
	Reading.....	1934-35	1.....	M-15	Gives a guide in reading readiness, for use in preparing pupils for reading. Suggests materials, and activities for appropriate units of experience.
	Safety.....	1936	K-8.....	M-20	Suggests activities and grade projects for each grade. Compiled from a course of study in safety education published by the public-safety department of the Automobile Club of Southern California.
Fresno.....	General.....	1936	1-8.....	P-120	Supplements the State course of study indicating points of emphasis and available materials for each grade. (Manual.)
	Phys. ed.....		1-8.....	M-23	Suggests a weekly program and lists activities for each grade by season.
Glenn.....	General.....	1936	1-8.....	M-33	Designates content and page assignments by semesters for different subjects for each grade. (Manual.)
Humboldt.....	do.....	1935	1-8.....	P-65	Provides a general guide for teaching the elementary subjects. (Manual.)
Kern.....	do.....	1934	1-8.....	P-262	Includes general statements of objectives, a manual of work by grades, and suggestions for teachers. (Manual.)
	do.....	1935	4-6.....	P-167	Follows plan of primary manual.
	do.....	1936	7-8.....	P-151	Follows plan of primary and intermediate manual.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Kings.....	General.....	1936	1-8.....	M-94	Outlines content and suggests activities and methods of approach for problem units in social studies. Lists subject matter for other subjects. (Manual.)
Los Angeles.....	Alcohol.....	1935	H-S.....	M-28	Provides a unit of source information on the controversial subject of controlling the manufacture, sale, and consumption of liquor. Information is organized around questions, the answers consisting of quotations from authorities.
	Art.....	1936	H-S.....	M-9	Presents a tentative outline for 24 weekly lessons, and lists a series of suggestive fields of art investigation for individual pupils.
	do.....	1936	H-S.....	M-1	Lists a bibliography on art from Reader's Digest.
	Biology.....	1936	10.....	M-79	Consists of a series of 6 units, each providing an extensive classified bibliography, dealing with plants and animals native to Southern California. Suggests activities.
	do.....	1936	H-S.....	M-4	Lists a bibliography on biology from Reader's Digest for 1936.
	Botany.....	1936	H-S.....	M-18	Outlines a series of units in botany for everyday life: Landscape gardening, forestry, the place of botany in industry, and others. Each contains a quantity of interesting subject matter, activities, and experiences adaptable to different classroom conditions and individual needs.
	Business ed...	1936	H-S.....	M-2	Gives a bibliography on business from Reader's Digest.
	Chemistry....	1935	H-S.....	M-48	Compiles a set of laboratory experiments to be used in a regular college-preparatory course.
	Consumer ed..	1936	H-S.....	M-6	Presents a collection of source material for teachers of commerce, home-making, and social problems, in particular.
	Education....	1936	H-S.....	M-3	Provides a Reader's Digest bibliography on guidance, schools, teachers, and other phases of education.
	English.....	1936	12.....	M-23	Introduces literature as an interpretation of life, each student following his own interests in reading. States main divisions of the work in terms of relations: Our relations with our fellow men, how nature affects us, our interest in the supernatural, and our relations with ourselves.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA—Con.					
Los Angeles.....	English.....	1936	H-S.....	M-51	Organizes readings in American literature into 7 units based on themes of human interest: Adventuring, enjoying the out-of-doors, etc. The listed readings and activities are broad enough to allow voluntary choices on the part of students. Suggests methods of approach to each unit.
	.....do.....	1936	H-S.....	M-13	Describes a program developed for study and evaluation of current magazines. Suggests materials and methods, and outlines activities for the study of poetry, advertising, magazine departments, influential newspapermen, and newspapers.
	.....do.....	1937	S-H.....	M-27	Presents an outline in oral English composition and interpretation. Considers techniques of preparation and delivery, and remedial instruction. Suggests aims, activities, materials, and procedures for each unit.
	.....do.....	1936	H-S.....	M-6	Gives a Reader's Digest bibliography of nonfiction books.
	.....do.....	1936	H-S.....	M-3	Gives a Readers' Digest bibliography on speech and written composition.
	Health.....	1936	H-S.....	M-4	Gives a bibliography on health and safety based on Reader's Digest.
	Home econ.....	1936	S-H.....	M-1	Gives a Reader's Digest bibliography on homemaking.
	Indus. arts.....	1936	H-S.....	M-1	Gives a bibliography on industrial arts based on Reader's Digest.
	Motion pictures.....	1936	H-S.....	M-2	Gives a Reader's Digest bibliography on motion pictures and radio.
	Music.....	1937	H-S.....	M-7	Presents an outline and classification of American music of value in showing the relationship of music to the development of American life and culture. With each group of compositions are listed certain pictures which furnish information for the period or help to establish atmosphere.
	.....do.....	1936	H-S.....	M-1	Lists a bibliography from Reader's Digest.
	Narcotics.....	1935	H-S.....	M-19	Presents scientific information relating to the misuse of narcotic drugs through quotations from authorities.
	Physics.....		H-S.....	M-3	Arouses interest in reading projects through popularly presented annotations of texts.
	Reading.....	1937	7-12.....	M-18	Presents helps in identifying and classifying poor readers, selecting teaching materials, determining best procedures, and administering a reading program.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
CALIFORNIA—Con.					
Los Angeles	Safety.....	1936	7-12.....	M-42	Outlines units on learning to drive, accidents in the home, and fire prevention. Suggests subject-matter, lists of learning experiences and references.
	.....do.....		H-S.....	M-9	Prepared by the Los Angeles County School Safety Education Committee. Considers accidents, safety, laws, council organizations, inspection blanks, and mortality statistics.
	Science.....	1936	H-S.....	M-2	Gives a Reader's Digest bibliography on the physical sciences.
	Social st.....	1936	H-S.....	M-102	Composed of 7 units with smaller related social problems: Racial background, marriage and divorce, crime and racketeering, machines and unemployment. Indicates a key word list, thought questions, activities and projects, and references. A composite bibliography is prepared separately.
	.....do.....	1936	12.....	M-57	Deals with American problems. Incorporates the findings of the President's Research Committee on Social Trends and the Commonwealth Teacher-Training Study. Is suggestive but not prescriptive.
	.....do.....	1936	S-H.....	M-21	Presents a unit on democracy through 9 major problems. Gives bibliographies for teachers and pupils.
	.....do.....	1935	H-S.....	M-6	Presents data concerning vocabulary difficulty and vocabulary diversity of high-school textbooks, according to the Lewerss Vocabulary Grade Placement Formula.
	.....do.....	1936	H-S.....	M-36	Presents a bibliography on foreign contributions to world progress in the nineteenth and twentieth centuries. Among the fields represented are philosophy, drama, prose, poetry, art, medicine, and biology.
	.....do.....	1936	H-S.....	M-17	Provides a Reader's Digest bibliography on customs, economics, history, international affairs, and other aspects of the social sciences.
	.....do.....	1937	Elem.....	M-48	Presents source material on the walnut industry in California for the use of teachers in developing units. (Illustrated.)
	.....do.....	1936	H-S.....	M-15	Compiles a bibliography of immigrant contributions to American life dealing mainly with stories of foreign-born citizens who "came and made good."

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Los Angeles.....	Social st.....	1936	H-S.....	M-17	Presents a bibliography and sources of current materials for teachers
	Vocational ed.....	1936	11.....	M-35	Outlines a vocational project designed to acquaint pupils with vocational opportunities. Includes a study of occupations, suggestions for interviews, a self-analysis of vocational fitness, and readings in biography.
	.....do.....	1936	H-S.....	M-2	Provides a bibliography on occupations, hobbies, and recreation from Reader's Digest.
	.....do.....	1937	11.....	M-10	Lists books and magazine references, special aids to teachers, and Reader's Digest bibliography on occupations and vocations.
	Zoology.....	1936	H-S.....	M-5	Provides a reading list for animal studies and related subjects.
Madera.....	Arithmetic.....	1934	1-2.....	P-2	Lists child objectives in primary number.
	General.....	1935-36	1-8.....	M-65	Lists required subject matter and basal text for each school subject by grades. (Manual.)
	Handwriting.....	1934-35	1.....	M-17	Outlines aims, equipment, subject-matter, procedures, and suggestions for remedial work, and provides definite lessons for each week.
	.....do.....	1934-35	2.....	M-12	Continued from grade 1.
	.....do.....	1934-35	3.....	M-7	Continued.
	.....do.....	1934-35	4.....	M-8	Do.
	.....do.....	1934-35	5-6.....	M-7	Do.
	.....do.....	1934-35	7-8.....	M-7	Do.
	Health.....	.....	1-8.....	M-14	Lists topics relating to nutrition, personal cleanliness, fresh air, school and community welfare, and other aspects of physical welfare.
	Music.....	1935-36	1-8.....	M-12	Provides suggestions and directions for teaching music, including music appreciation, ear training, sight singing, rhythm, rote singing, and writing. A type lesson in rote singing is given.
	.....do.....	1936	1-8.....	M-16	Lists Victor records for music appreciation and suggests ways by which the teacher can develop right responses from pupils.
	Social st.....	1936-37	1-8.....	M-48	Proposes a core curriculum for rural schools, the scope of which is indicated in terms of social functions: Production and distribution, consumption, conservation and protection, transportation and communication, recreation, aesthetic expression, education, religious expression, and extension of freedom. Suggests approaches and content.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Merced.....	General.....	1936	1-8.....	M-96	Outlines subject matter for each of the elementary subjects by grade, and suggests activities, projects, and references related to each. Provides an outline in music for special use in 1-, 2-, and 3-teacher schools. (Manual.)
Modoc.....	do.....	1936	1-8.....	P-32	Introduces teachers to the county courses of study with suggestions for using them. (Manual.)
Monterey.....	Agriculture.....	1935	1-8.....	M-2	Lists texts for each grade.
	Arithmetic.....	1935	1-8.....	M-2	Defines minimum essentials for each grade.
	General.....	1935-36	1-8.....	M-11	Lists basal texts for each grade.
	Reading.....	1935	1-8.....	M-6	Lists basal and supplementary texts for each grade.
	Social st.....	1935	1-2.....	M-8	Outlines topics to be included in units of a social science program.
Riverside.....	Music.....	1936-37	1-6.....	M-12	Classifies songs according to units of work.
San Mateo.....	Arithmetic.....	1934	1-2.....	M-86	Provides a plan for developing number concepts as an integral part of social studies, reading, and language experiences. Defines minimum essentials and outlines a series of 86 type lessons.
	Science.....	1934	1-6.....	M-153	Integrates science with social studies, language, health, reading, and safety. Organizes content around animal health, plant life, and physical science.
	Social st.....	1934	1-8.....	M-247	Outlines key units and supplementary units for each grade with suggested adaptation for small rural schools. Includes extensive bibliographies for teachers and pupils and type lessons.
	Art.....	1936	1-8.....	M-36	Contains helps for teachers in providing three types of art experiences—appreciation of beauty, creative art expression, and uses of art. Major part is devoted to lists of books, prints, and reference material.
Santa Barbara.....	General.....	1936	1-8.....	M-42	Supplements earlier book list and adds references on visual aid materials and a more extensive list of professional books for teachers. The latter includes a bibliography of units of work.
	Music.....	1935	1-8.....	M-39	Lists röte songs by topics to be integrated with activity units.
	Phys. ed.....	1935	1-8.....	M-40	Lists folk dances, games, singing games, and Victrola records by countries. Includes comments on their appropriateness for different grade levels; or on their adaptability for certain purposes.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>CALIFORNIA—Con.</b>					
Santa Cruz.....	Health.....	1936	1-8.....	M-38	Makes different phases of health the core of activity units, building around them information about the body, its functioning, and its care. Gives a preview of each unit, suggestions for launching the unit, and a list of activities for primary, intermediate, and upper grade levels.
	Reading.....	1936	1-3.....	M-3	Lists reading texts and indicates the order of usage.
	Social st.....	1935	1-8.....	M-3	Illustrates types of tests to measure outcomes of teaching in social studies.
	.....do.....	1935	4-8.....	M-4	Presents a graded vocabulary list containing words the meanings of which children should understand well enough to transfer to any current reading on social affairs. (Source of derivation of vocabulary not given.)
	.....do.....	1936	5-8.....	M-2	Indicates omissions to be made in outline of the Santa Cruz County social science course, and names units from contemporary life that would be desirable additions to the course.
Sierra.....	General.....	1935-36	1-8.....	P-20	Gives general directions to teachers and lists textbooks. (Manual.)
Siskiyou.....	do.....	1936	1-8.....	P-84	Outlines courses and lists adopted texts. (Manual.)
Solano.....	do.....	1935	1-8.....	P-283	Lists texts and references for all grades. (Manual.)
Ventura.....	do.....	1936	1-8.....	P-184	Defines objectives and suggests materials, experiences, and methods for each subject by grade. (Manual.)
<b>COLORADO</b>					
Adams.....	do.....	1936	1-8.....	M-49	Defines pupil goals by 6-week periods, based on county textbooks.
Douglas.....	do.....		1-8.....	M-15	Lists adapted texts and work books for each grade, and suggests daily program and points of emphasis in different subjects.
Mesa.....	do.....		1-8.....	M-20	Lists textbooks and gives general teaching suggestions.
	English.....		1-4.....	M-20	Contains poems for memorizing.
	.....do.....		5-8.....	M-20	Continues selections for memorization.
Morgan.....	General.....	1935-36	1-8.....	M-16	Indicates texts for each grade and page assignments by periods.
Weld.....	do.....	1936	1-8.....	P-36	Lists texts and subject matter to guide in use of the State course of study.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
FLORIDA					
Duval	Latin	1935	8-12	M-74	Lists content to be covered by 6-week periods and provides illustrative units for grades 8 and 9.
	Modern lang.	1935	8-12	M-90	Outlines a course in Spanish with a statement of methods, outcomes, and required readers, an outline of units of study, a grammar outline, vocabulary lists, and list of idioms.
GEORGIA					
Bibb	English		1-7	M-93	Outlines subject-matter in English, including literature and reading, with suggestive materials and activities. Provides lists of books, stories, and poems for each grade and a bibliography for teachers.
Charlton	General	1936-37	1-12	M-140	Outlines requirements in units of the major subjects for 4 pupil levels—A, B, C, and D, in elementary and secondary grades.
Henry	do	1936-37	1-8	M-2	Lists texts by grades.
ILLINOIS					
Osceola	do	1936-37	1-8	M-11	Lists books and work books and outlines work for each quarter.
Champaign	do	1936	1-8	P-42	Supplements the State course of study with suggested plans for alternated studies, daily programs, and needed materials.
Christian	do	1936-37	1-8	P-68	Outlines work of each grade by month, to supplement the State course.
Clark	do	1936-37	1-8	M-16	Lists textbooks for each grade.
DeKalb	do	1936-37	1-8	M-13	Indicates text assignments in each subject for all grades by 6-week period.
Iroquois	do	1935	1-8	P-32	Makes unit and page assignments for each grade by quarters, suggests plans for alternating subjects, and lists recommended texts. (Manual.)
Kane	do	1935-36	1-8	M-100	Provides a series of bulletins outlining subject-matter by periods for each grade, and supplying periodic tests.
Knox	do	1936	1-8	P-31	Supplements the State course by adapting it to the uniform texts of the county. (Manual.)
Lake	do	1936	1-8	P-32	Indicates work to be covered at each trimonthly examination period. (Manual.)
LaSalle	do	1936-37	1-8	P-115	Supplements the State course of study by adapting the course to the uniform texts used in village and rural schools. Defines a minimum amount of work of each grade by month. (Manual.)
Logan	do	1934	1-8	P-51	Makes monthly page assignments in basal texts.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>ILLINOIS—Con.</b>					
Mason.....	General.....	1935	1-8.....	M-16	Supplements the State course of study by giving page assignments for different grades and teaching suggestions.
Morgan.....	do.....	1936-37	1-8.....	M-75	Lists textbooks and topics and pages to be covered in quarterly periods by grade. (Handbook.)
Moultrie.....	do.....	1935-36	1-8.....	P-27	Supplements the State course of study indicating work to be covered by quarterly periods.
Ogle.....	do.....	1936-37	1-8.....	M-34	Gives page outlines for each subject by 6-week periods.
Stark.....	do.....	1936	1-8.....	M-15	Indicates page assignments in each subject by 6-week periods.
Washington.....	do.....	1936	1-8.....	P-29	Outlines work of each grade by quarters.
Will.....	do.....	1936	1-8.....	M-30	Assigns content in each subject by 6-week periods.
Winnebago.....	do.....	1936-37	1-8.....	M-6	Indicates the nature of the activity program and gives general teaching suggestions.
	do.....	1936-37	1.....	M-17	Assigns work to be covered by 6-week period and suggests ways of introducing activity programs with an illustrative unit on farm life.
	do.....	1936-37	2.....	M-23	Follows plan of grade 1. Includes practice exercises in language.
	do.....	1936-37	3.....	M-24	Continued, with study questions in work-type reading.
	do.....	1936-37	4.....	M-25	Continued.
	do.....	1936-37	5.....	M-34	Do.
	do.....	1936-37	6.....	M-31	Do.
	do.....	1936-37	7.....	M-33	Do.
	do.....	1936-37	8.....	M-39	Do.
	Music.....	1935	Elem.....	M-39	Contains suggestions for organizing a rural school for music instruction and provides daily lesson plans for the year.
<b>INDIANA</b>					
Carroll.....	Health.....	1935-37	1-8.....	P-4	Lists objectives and outcomes by month.
La Porte.....	General.....	1936-37	1-12.....	P-41	Lists texts and courses for each grade and outlines lessons in art by month. (Manual.)
Randolph.....	do.....		9-12.....	M-4	Lists courses for different curricula.
St. Joseph.....	do.....	1936-37	1-8.....	P-64	Contains an outline of work for each grade by semester. (Manual.)
<b>IOWA</b>					
Adair.....	do.....	1936-37	1-8.....	M-54	Lists materials in order of use and gives general suggestions for teaching.
Adams.....	do.....	1936	1-8.....	M-18	Makes page assignments in different subjects for each grade in supplementing the State course.
Butler.....	do.....	1936-37	1-8.....	M-23	Provides a guide for adapting the State course to local needs.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>IOWA—Continued</b>					
Cedar.....	General.....	1935	1-8.....	P-1	Lists textbooks by grades on a single large sheet.
Clinton.....	do.....	1936	1-8.....	P-127	Indicates subject matter and page assignments by weeks, and suggests teaching procedures. (Handbook for teachers.)
Jasper.....	do.....	1936-37	1-2.....	M-25	Outlines work in all subjects and distributes aspects of general subjects—health, safety, etc.,—over a 3-year program. Includes score sheets for pupils' reading.
Marshall.....	do.....	1936	1-8.....	P-1	Schedules textbooks by grade on 1 large sheet.
Pocahontas.....	do.....	1935	1-8.....	M-11	Lists textbooks for each grade.
Van Buren.....	do.....	1936-37	1-8.....	M-12	Gives page assignment and description of work for each grade by quarters.
Wright.....	do.....	1935	1-8.....	P-2	Indicates texts by grades.
<b>KENTUCKY</b>					
Pike.....	Character ed..	1936	1-8.....	P-64	Presents topics and appropriate content for chapel lessons on character.
<b>MARYLAND</b>					
Allegany.....	Art.....	1936	1-8.....	M-84	Provides a study of famous paintings and artists with general suggestions, also a body of information, questions, and lists of related musical selections.
.....do.....	.....	1936	4-6.....	M-108	Continues the study of famous paintings and artists.
.....do.....	.....	1936	7-8.....	M-55	Continues with a supplementary study of sculpture and architecture.
.....do.....	English.....	1935	4-6.....	M-98	Sets up goals in oral and written composition, usage, and grammar. Includes illustrative themes, summaries, etc., to use as standards, an outline of work by grades, and several type lessons.
.....do.....	.....	.....	7-12.....	M-103	Assembles literary materials into units on interesting themes: Home, nature, adventure, heroes, etc. Provides for enrichment and individualization. Includes type lesson.
General.....	1936	1.....		P-15	Suggests materials and activities for junior primary, slow learning children.
Music.....	1934	1-6.....		M-101	Indicates activities and materials for each grade by month. Includes type lessons in appreciation and a suggested outline of work for rural schools.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MARYLAND—Con.</b>					
Allegany	Music	1935	7-12.....	M-57	Presents topics for study and selections for appreciation with explanatory aids, informational notes and references, and a specimen unit for each grade.
	Science	1934	1.....	M-13	Suggests problems, experiments, and learning activities for developing a unit on gardening.
	do		4-5.....	M-13	States minimum essentials in terms of vocabulary and subject-matter.
	do	1934	6.....	M-18	Outlines content for a unit on light and gives suggestions for introducing the unit and for evaluating outcomes.
	Seatwork	1935	1.....	M-20	Provides a body of seatwork organized according to standards defined at the outset. (Illustrated.)
	do	1935	2-8.....	M-28	Continued.
	Social st.	1936	1-8.....	M-29	Provides an anthology of poems to enrich social studies and science.
	do	1935	10-12.....	M-81	Organizes units in world history and United States history with related social problems.
Anne Arundel	Arithmetic	1935	5-7.....	M-22	Lists topics in arithmetic to be covered in 2-week periods by grades.
	Art	1935	5-7.....	M-23	Lists art material by grades—pictures, sculpture, and architecture. Gives a type lesson for developing appreciation of pictures.
	English	1935	5-7.....	M-19	Lists subject-matter in oral and written English and functional grammar to be used in attaining objectives defined for each quarter.
	do	1935	5-7.....	M-8	Suggests procedures for teaching the classics and outlines literature by quarters.
	Music	1935	5-7.....	M-21	Provides suggested work by quarters: Rote songs, reading songs, folk songs, technical work, and appreciation.
	Reading	1935	5-7.....	M-41	Suggests methods of differentiating instruction for different ability groups. Includes type lessons in adapting specific reading materials to three levels of ability.
	Spelling	1935	5-7.....	M-20	States principles underlying the teaching of spelling, outlines a weekly procedure and a daily method of teaching and suggests ways of differentiating study for good and poor spellers.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>MARYLAND—Con.</b>					
Baltimore.....	English.....	1935	1-8.....	M-294	Provides a program in general English divided into eight groups of units for each grade covering reading, oral and written expression, language, spelling, and handwriting. Includes suggested approaches, activities, materials, and outcomes.
	.....do.....	1935	4-6.....	M-285	Outlines a general course after the plan of grades 1 to 8.
	.....do.....	1935	7-9.....	M-291	Follows general plan of earlier grades, including technicalities of grammar and usage in each group of units.
Montgomery.....	Guidance.....	1935	1-8.....	M-102	Presents a "life" unit with suggested goals, activities, and materials for improving a child's relations with himself, his group, home, and community. Includes hobbies, recreation, and other means of expression.
<b>MICHIGAN</b>					
Berrien.....	General.....	1936-37	1-8.....	M-24	Makes monthly page assignments in basal texts for each grade of the rural school.
Leelanau.....	.....do.....		1-8.....	P-5	Provides a suggestive daily program and lists texts and other materials.
Livingston.....	.....do.....		6-8.....	M-21	Contains an outline of work in all subjects with emphasis on health.
Midland.....	.....do.....	1936-37	1-8.....	M-3	Outlines essentials of the new State course of study, indicating the minimum requirements for an 8-grade school.
	.....do.....	1936	7-8.....	M-55	Includes a topical outline, page assignments, and study questions for each subject.
Saginaw.....	Science.....		4-6.....	M-15	Suggests seasonal activities, outlines methods and procedures, and suggests units of work.
	Social st.....	1936-37	1-8.....	M-2	Lists minimal standards in terms of subject matter for each grade.
<b>MINNESOTA</b>					
Martin.....	.....do.....	1936	J-H.....	M-54	Presents details of subject matter of social science: Lists of explorations, wars and rebellions, dates, prominent names, documents, orations, slogans, etc. Provides tests on the course, and optional work.
<b>MISSISSIPPI</b>					
Lauderdale.....	General.....	1936-37	1-12.....	P-4	Lists textbooks for each grade.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
MISSOURI					
De Kalb.....	Character ed..	1935-36	4-6.....	M-75	Contains a topical outline, questions for discussion, and informational material for character training in friendship, personal appearance, manners, thrift, and other qualities. Entitled "The Open Gate to the Palace of Charm."
	.....do.....	1935-36	4-6.....	M-14	Provides a set of activities and tests in a work book to accompany "The Open Gate to the Palace of Charm."
NEVADA					
Story.....	General.....		1-8.....	M-28	Makes page assignments in basal texts by 6-week periods for all grades.
NEW JERSEY					
Cape May.....	Geography.....	1936	4.....	M-5	Outlines procedure for introducing the year's program and for carrying out the first unit of work.
.....do.....	History.....	1936	5.....	M-3	Continued.
.....do.....	Social st.....	1936	4.....	M-6	Introduces the year's units and outlines the first unit on how the United States became a Nation. Summarizes content of unit.
.....do.....	Social st.....	1936	5.....	M-4	Continued.
.....do.....	Social st.....	1936	6.....	M-20	Proposes problems in connection with a unit on food. Suggests approaches, thread questions related to each problem, and outlines subject-matter.
.....do.....		1936	7.....	M-14	Suggests units and outlines a unit on communication.
.....do.....		1936	8.....	M-32	Presents an outline and a body of information for a unit on government.
Essex.....	Health.....	1936	1-8.....	P-32	Describes a program in dental health, including information, suggested methods, correlation, functions of the school personnel, and home and school cooperation.
	Social st.....	1936	8-H.....	M-140	Correlates social studies and English for vocational high-school students. Includes a self-rating plan for students to use in rating their personal qualifications.
Union.....	Guidance.....	1935-36	8.....	M-16	Outlines subject matter and activities for a series of units in social living and suggests references and discussion questions. (For home-room period.)
Warren.....	Geography.....		4-6.....	M-10	Reports a unit on Little America as developed in a 1-room school.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
NEW JERSEY—Con.					
Warren.....	Geography.....	.....	6-8.....	M-11	Reports plans for teaching how and why the United States became a great commercial and industrial Nation. Includes study questions and tests.
	Health.....	.....	1-3.....	M-12	Outlines subject matter and activities.
	History.....	.....	4-6.....	M-9	Outlines a complete unit, including actual content on Egypt.
	Social st.....	.....	4-6.....	M-15	States generalizations and provides content material for a unit on State history and geography.
NEW YORK					
Greene.....	General.....	1936	9-12.....	M-1	Lists courses in a central school.
NORTH DAKOTA					
Cavalier.....	American.....	1936	1-A.....	M-26	Supplies a year's daily lessons in written American with assigned exercises and teaching suggestions. May be used with primary grades in rural schools.
Ohio					
Belmont.....	General.....	1936-37	1-8.....	P-12	Makes subject assignments for each grade by semester.
Coshocton.....	do.....	1934-35	1-8.....	M-18	Suggests subject matter and methods to use in attaining defined objectives for each grade, assigning pages in reading, writing, and arithmetic, by 6-week periods.
Crawford.....	English.....	1934	1-3.....	M-81	Correlates social science, music, art, and other fields with language for the purpose of attaining language appreciations, habits, and skills defined in the course.
	do.....	1934	4-6.....	M-58	Lists activities for composition, suggests differentiation for pupil abilities, and outlines materials for appreciation.
	do.....	1934	7-9.....	M-73	Continued.
	Handwriting.....	1936	1-6.....	M-19	Describes a program for teaching handwriting integrated with other subjects.
	History.....	1934	8-H.....	M-72	Presents a guide to teachers for teaching the county text, with suggestions for incorporating current events into the course, for using reference materials, and for measuring outcomes.
	Mathematics.....	1935	9.....	M-42	Organizes elementary algebra into units incorporating some arithmetic, geometry, and trigonometry. Recommends methods of teaching, of developing study habits, of creating interest, and of overcoming individual difficulties.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
		1	2	3	
Ohio—Continued					
Erie	General	1936-37	1-8	M-93	Organizes instruction for each grade by separate subjects indicating the content to be covered by 4- or 6-week periods.
	Music		1	M-19	Outlines instruction in rhythm, song, ear training, and appreciation by week.
	do		2	M-15	Continued.
	do		3	M-15	Do.
Fairfield	Phys. ed.	1936-37	1-12	M-36	Contains suggestions for teaching games and rhythmic activities, giving first aid, making physical examinations, and carrying on follow-up programs. Outlines a course by grade.
Guernsey	General	1936-37	1-12	M-24	Provides a minimum outline of work by grade, and a general guide for teachers.
	Music	1936	1-8	M-8	Adopts State course of study by selecting content for local use.
Highland	Arithmetic		1-8	M-22	Provides speed and accuracy drills in the simple fundamental processes.
	General	1936-37	1-12	M-54	Contains suggested daily schedules for different grades, lists of textbooks, and listed courses of high-school curricula. (Manual.)
	Geography		1-8	M-19	Reproduces outline maps available to teachers.
	Indus. arts		8	M-10	Outlines teaching aims, scope of the year's work, and work lay-out by weeks.
Lucas	General	1934-35	1-8	M-41	Designates subject matter in basal texts to be taught each year.
Mahoning	Chemistry		S-H	M-7	Lists topics by periods, and gives suggestions for projects and laboratory work.
	Economics		S-H	M-7	Lists topics and references by 6-week periods.
	English		9-12	M-13	Lists content and defines minimum essentials for each grade.
	History		S-H	M-3	Lists topics and references by 6-week periods for American history and civil government.
	do		S-H	M-6	Continues with a course in ancient and modern history.
	Latin		S-H	M-4	Follows plan of other courses.
	Mathematics		9	M-5	Outlines algebra according to earlier courses.
	do		S-H	M-3	Continues with an outline for geometry.
	Modern lang.		S-H	M-2	Follows similar plan with French.
	Physics		S-H	M-3	Suggests subject-matter, experiments, and reports by periods.

TABLE III.- COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>OHIO—Continued</b>					
Mahoning.....	Science.....		8-H.....	M-2	Outlines a general method for teaching a unit in general science, with suggested preview, pupil and teachers activity, organization, and recitation.
Montgomery.....	General.....	1935	1-8.....	M-15	Lists adopted books and indicates pages to be covered each semester in different grades.
	Home econ.....	1936	7-12.....	M-34	Adapts topics and outlines projects for programs of rural schools.
Ottawa.....	Arithmetic.....		1.....	M-120	Provides exercises and number content for each period.
	do.....		2.....	M-120	Continues.
Scioto.....	General.....	1936-37	1-8.....	M-13	Outlines work by semesters.
	do.....	1936-37	1-8.....	P-12	Outlines text assignments by semester and by month.
Summit.....	Arithmetic.....	1936	1-2.....	M-58	Outlines units in number work with attention to approaches, drills, games, and tests.
Washington.....	General.....	1934-35	1-8.....	P-44	Defines aims and minimum requirements in each grade and suggests appropriate methods. (Manual.)
Williams.....	Reading.....	1936	1-8.....	M-7	Includes suggestions for diagnosing and correcting reading defects.
Wood.....	English.....		1-3.....	M-82	Provides an outline of oral and written composition. States principles, objectives, and activities
	do.....		4-6.....	M-88	Includes suggested book lists and projects.
	General.....	1936	1-8.....	M-16	Continued.
	Health.....		K-1.....	M-11	Assigns textbooks to each of the 8 grades with pages to be covered by semester.
	do.....		2.....	M-9	Lists specific objectives and activities relating to a series of health problems.
	do.....		3.....	M-9	Continued.
	do.....		4.....	M-9	Do.
					Do.
<b>OKLAHOMA</b>					
Osage.....	Safety.....		1-4.....	M-7	Reports a unit on safety, including content for introducing the unit, suggested activities and tests.
<b>OREGON</b>					
Jackson.....	Health.....	1936-37	1-8.....	P-20	Indicates page assignments for study and daily lessons by grades.
	Reading.....	1936-37	1-8.....	P-27	Lists lessons from basal texts by page assignments for 2 daily periods.
Marion.....	General.....	1935-36	1-8.....	P-97	Provides outlines based upon the State course of study. (Four volumes covering 3 months each.)

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>PENNSYLVANIA</b>					
Beaver.....	Arithmetic.....	1935	1-8.....	M-22	Supplements the study of the textbook and the State course of study, by providing helps in motivating arithmetic, in presenting new subject matter, and in other aspects of method.
	Civics.....	1934	1-8.....	M-14	Lists facts that pupils should know about the Government. Intended to supplement the State course of study.
	English.....	1934	Elem.....	M-22	Devoted to teaching helps in grammar, composition, and spelling.
	Geography.....	1935	Elem.....	M-20	Contains an outlined body of information for teaching Africa and Australia.
	.....do.....	1935	Elem.....	M-26	Continues with information on Asia.
	.....do.....	1935	Elem.....	M-32	Continues with Europe.
	.....do.....	1934	Elem.....	M-31	Continues with North America.
	.....do.....	1936	Elem.....	M-20	Continues with South America.
	History.....	1936	Elem.....	M-38	Outlines a body of information and teaching helps on the history of the United States.
Cambridg.....	Arithmetic.....		1-8.....	M-7	Lists subject matter objectives by grade.
	English.....		1-8.....	M-13	Lists subject matter objectives in oral and written composition by grade.
	Reading.....		1-8.....	M-7	Lists objectives in oral and silent reading and in mechanics.
Crawford.....	Social st.....	1936-37	1-8.....	M-13	Includes brief outline of course of study. (Bulletin of information.)
Erie.....	General.....	1935	1-8.....	P-68	Sets up general objectives for each subject and suggests methods and materials.
Forest.....	.....do.....	1935-36	1-8.....	M-34	Outlines content for each grade by month, and gives special helps for teaching.
Jefferson.....	.....do.....	1936	1-8.....	M-58	Defines objectives and assigns work in each subject by month.
Potter.....	.....do.....		1-8.....	P-34	Lists the topics to be taught in each elementary subject in each grade.
Somerset.....	.....do.....	1935	1-8.....	P-237	Outlines content in each subject for all grades by 6-week period. (Section on music given in detail in a reprint.)
	Music.....	1935	7-12.....	M-26	Presents outlines of a program for instrumental and vocal music.
Wayne.....	General.....	1936-37	1-8.....	M-10	Interprets the State course in terms of county needs.
<b>SOUTH DAKOTA</b>					
Potter.....	English.....		1-8.....	M-18	Indicates subject matter of the course by 6-week periods.
	Reading.....		1-4.....	M-12	Provides a series of reading exercises for each grade.
	Science.....		1-8.....	M-22	Lists a body of information expressing scientific facts for teaching.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
TENNESSEE					
Chester.....	General.....	1935-36	9-12.....	M-3	Lists courses and texts.—(Program of studies.)
Hamilton.....	Social st.....	1936-37	3-4.....	M-187	Reports integrated units derived from classroom experiences. Presents overview, problems, activities, materials, and types of integration.
	.....do.....	1936-37	5-6.....	M-201	Organizes units based on centers of interest. Includes a master sheet giving concept to be developed, aspect to be emphasized, and a suggested time limit. Follows plan of grades 3-4.
	.....do.....	1935-36	7-12.....	M-25	Lists in parallel columns the central theme aspects to be emphasized, steps in development, and suggested time for each unit.
Shelby.....	Arithmetic.....	1934-35	1-6.....	M-72	Offers a minimal essentials course. Presents processes in progressive order of difficulty.
	English.....	1935	1-12.....	M-66	Provides a minimum-essentials course in grammar, composition, and literature.
	Geography.....	1935	4-6.....	M-68	Outlines subject matter units by problems.
	Handwriting.....	1935-36	1-8.....	M-5	Gives instructions for teaching.
TEXAS					
Dallas.....	General.....	1935	4-6.....	M-106	Reports activity units integrating social studies, language, arithmetic, art, and music. Includes study of cotton, diversified farming, bees, wild flowers, national parks, books, and other centers of interest.
Hidalgo.....	Social st.....	1936	5-7.....	M-10	Reports two units on the Soviet Union and on Our Home State, as worked out in the classroom, showing correlation with other subjects.
McLennan.....	Science.....	1935	1-7.....	M-8	Lists topics to be taught in each grade.
VIRGINIA					
Arlington.....	Social st.....	1936	1.....	M-29	Adapts the State elementary course to county use through integrated units. Suggests activities for each unit and bibliographies for teachers and pupils.
	.....do.....	1936	2.....	M-38	Continued.
	.....do.....	1936	3.....	M-38	Do.
	.....do.....	1936	4.....	M-32	Do.
	.....do.....	1936	5.....	M-42	Do.
	.....do.....	1936	6.....	M-30	Do.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
WASHINGTON					
Benton	General	1935	1-8	M-35	Lists page assignments in basal and supplementary texts by 6-week periods, suggests time allotment and procedures, and defines minimum attainments.
Clallam	do	1936-37	1-8	P-12	Provides a guide for using the State course of study, indicating page assignments in basal texts by 6-week periods.
Clark	do	1936-37	1-8	P-1	Diagrams the course of study on a single large sheet.
Cowlitz	Social st.	1936	1-8	M-6	Outlines suggestive units and materials.
Jefferson	General	1936-37	1-8	M-23	Assigns topics and pages in basal texts to be covered in each grade, generally in terms of minimum requirements.
Lewis	do	1936-37	1-8	M-77	Outlines content and activities for an integrated curriculum in primary and intermediate grades.
Lincoln	do		1-8	P-1	Lists textbooks by grade to be used with State course of study.
Pend Oreille	do	1936	1-8	P-25	Outlines work of each grade by 6-week periods.
Snohomish	do	1936-37	1-8	M-1	Indicates text and page assignments by grade in a single page diagram.
Yakima	Character ed.	1936-37	1-8	M-21	Quotes ethic words and memory gems arranged according to character traits, and suggests programs for special days.
	General	1936-37	1	M-6	Outlines content of the course and makes page assignments by 6-week periods. Defines minimum requirements and desirable attainments.
	do	1936-37	2	M-7	Continued.
	do	1936-37	3	M-10	Do.
	do	1936-37	4	M-10	Do.
	do	1936-37	5	M-10	Do.
	do	1936-37	6	M-10	Do.
	do	1936-37	7	M-10	Do.
	do	1936-37	8	M-11	Do.
WEST VIRGINIA					
Barbour	do	1936	7-8	M-40	Outlines content, and in some cases activities and procedures.
Brooke	Arithmetic		2	M-38	Provides exercises and drills scaled in difficulty, and suggests methods of presenting combinations.
Calhoun	do		3	M-88	Continued.
Calhoun	General	1936	1-8	M-63	Lists subject matter to be covered each month by grade.
Doddridge	do	1934-35	1-8	M-60	Assigns subject matter by topics and pages. Suggests a daily schedule for a 1-room school.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
<b>WEST VIRGINIA—Continued</b>					
Lincoln.....	General.....	1935	1-8.....	M-80	Designates work for each grade by pages in basal text.
Marion.....	Arithmetic.....	1935	1-8.....	M-22	Contains suggestions for using textbooks and manuals, for developing mechanics, accuracy, and speed, and for training in problem solving.
Nicholas.....	General.....	1933-35	1-8.....	M-92	Outlines subject matter for each grade by 6-week periods.
Pocahontas.....	do.....	1936	1-8.....	M-158	Indicates monthly page assignments in all subjects for each grade. Outlines means of evaluating instruction and recording records of pupil progress. Suggests time allotments, daily programs, and general aids for teachers.
Randolph.....	do.....	1936	1-8.....	M-49	Defines objectives and standards and makes monthly page assignments for all grades.
Tucker.....	do.....		1-8.....	M-81	Defines aims and standards of attainment and outlines content of each subject.
Wyoming.....	do.....	1935-36	1-8.....	M-42	Includes textbook assignments by grade. (Handbook.)
<b>WISCONSIN</b>					
Buffalo.....	English.....		1-8.....	M-43	Provides outlines of subject matter prepared in separate bulletins for groups of grades.
	Geography.....		6-7.....	M-28	Outlines topical units with study questions and sample check tests.
	Nature st.....		Elem.....	M-18	Reports an integrated unit in nature study.
	Physiology.....		Elem.....	M-17	Suggests questions and activities related to problems in physiology, sanitation, and hygiene.
Dane.....	English.....	1936-37	1-2.....	M-16	Outlines subject matter.
	Geography.....	1936-37	6-7.....	M-47	Includes study questions and topics for reading and discussion connected with a series of problems in geography.
Dodge.....	Civics.....		8.....	M-11	Suggests study questions, activities, and tests for topical units in civics.
	Geography.....		4.....	M-42	Provides an overview, pre-test, assignment sheets, activities, and references for topical units.
	do.....		5.....	M-55	Continued.
	do.....		6.....	M-49	Do.
	do.....		7.....	M-62	Do.
	do.....		8.....	M-65	Do.
	History.....		5-8.....	M-77	Follows plan of course in geography.
	Physiology.....		6-8.....	M-47	Do.
	Civics.....		8.....	M-24	Outlines subject matter.

TABLE III.—COUNTY COURSES OF STUDY—Continued

County and State	Subject	Year	Grades	Pages	Special features
1	2	3	4	5	6
WISCONSIN—Con.					
Eau Claire	Arithmetic	1935-36	2-8	M-101	Outlines subject matter for each grade by week, and provides a type unit on banking.
	Civics	1934-35	8	M-13	Outlines subject matter by weeks and provides tests on units in government.
	English	1936-37	1-8	M-37	Suggests subject matter and materials for each month of the school year.
Kenosha	General	1936	1-8	M-85	Outlines content for all subjects and suggests teaching procedure including a type lesson in literature. Gives a self-rating scale for teachers.
Racine	do	1935	1-8	M-24	Indicates topics to be taught in each grade and suggests procedures for teaching music.
Waukesha	do	1935	1-3	M-36	Gives steps in teaching certain skills and provides drills and exercises for integrating penmanship, spelling, vocabulary development and corrective speech.
	History	1935-36	Elem	M-28	Includes presentation, pretests, problems, and study guides for use with the basal text in history.
	do	1935-36	7-8	M-31	Provides guides for use with Rugg's social studies texts. Includes pretests, suggested content, definition of outcomes, and references.
	Nature st	1935-36	1-8	M-91	Provides seasonal lessons in nature study. Includes content for the teacher, discussion questions, seat work or study guides and check tests.

## SUBJECT INDEX TO COURSES OF STUDY LISTED

[NOTE: (I) States and outlying possessions; (II) Cities; (III) Counties]

Agriculture..... (I) Mississippi, South Dakota, Wyoming.  
(III) CALIF.: Monterey.  
*See also* Horticulture.

Alcohol..... (I) California, Louisiana, Minnesota, New Hampshire, West Virginia.  
(II) N. J.: South Orange; N. Y.: New Rochelle; Pa.: New Castle.  
(III) CALIF.: Los Angeles.  
*See also* Health, Narcotics, Temperance.

Algebra..... See Mathematics.

American..... (III) N. Dak.: Cavalier.  
*See also* English.

Arithmetic..... (I) Louisiana, Utah, Wyoming.  
(II) CALIF.: Bakersfield, Long Beach, Oroville, Pasadena, Santa Cruz; COLO.: Grand Junction; CONN.: Hartford; ILL.: Elmhurst; La Grange; IND.: East Chicago, Evansville, Indianapolis; KY.: Louisville; MD.: Baltimore; MASS.: Waltham, Winchester; MICH.: Battle Creek, Bessemer; MINN.: Minneapolis; NEBR.: McCook, Omaha; N. J.: New Brunswick; N. MEX.: Las Cruces; N. Y.: Long Branch, Watertown; OHIO: Fremont, Wyoming; PA.: Abington, Crafton, Middletown, Monaca, New Kensington, Reading; R. I.: Cranston, Johnston, Warren; S. DAK.: Aberdeen; TEX.: Austin, Fort Worth; UTAH: Salt Lake City; VA.: Richmond; WASH.: Bramerton; WIS.: Black River Falls, Kenosha, Milwaukee.  
(III) CALIF.: Madera, Monterey, San Mateo; MD.: Anne Arundel; OHIO: Highland, Ottawa, Summit; PA.: Beaver, Cambria; TENN.: Shelby; W. VA.: Brooke, Marion; WIS.: Eau Claire.  
*See also* Mathematics.

Art..... (I) Arizona, Delaware, Idaho, Louisiana, New York, Philippine Islands.  
(II) CALIF.: Palo Alto; COLO.: Colorado Springs; CONN.: Hartford; D. C.: Washington; ILL.: Chicago, Elmhurst, Joliet; IND.: Indianapolis, Muncie, Union City; IOWA: Sioux City; KANS.: Kansas City; MASS.: Boston; MINN.: Minneapolis; MO.: St. Louis, Webster Groves; NEBR.: Omaha; N. Y.: Albany; OHIO: Orrville, Wyoming; PA.: New Kensington, Uniontown; S. DAK.: Aberdeen; TEX.: El Paso; WIS.: Kenosha, Milwaukee, Oshkosh.  
(III) CALIF.: Los Angeles, Santa Barbara; MD.: Allegany, Anne Arundel.

Astronomy..... *See Science.*

Auditorium..... (II) TEX.: Austin.  
*See also Extracurricular.*

Biology..... (I) New York, Philippine Islands.  
(II) CALIF.: Albany, Fresno; MASS.: Boston; MICH.: Flint;  
MO.: Kansas City; TEX.: Houston; WIS.: Kenosha.  
(III) CALIF.: Los Angeles.  
*See also Science.*

Bookkeeping..... *See Business ed., Commercial ed.*

Botany..... (III) CALIF.: Los Angeles.  
*See also Science.*

Business ed..... (I) North Carolina, Pennsylvania.  
(II) CALIF.: Albany, Berkeley, Oakland; KY.: Louisville;  
MD.: Baltimore; PA.: Pittsburgh; WIS.: Kenosha.  
(III) CALIF.: Los Angeles.  
*See also Commercial ed.*

Character ed..... (I) Massachusetts, New Jersey.  
(II) MASS.: East Weymouth, Weymouth; NEBR.: Norfolk;  
OHIO: Fremont; TEX.: Austin; WASH.: Seattle;  
WIS.: Kenosha.  
(III) KY.: Pike; MO.: DeKalb; WASH.: Yakima.  
*See also Extracurricular, Guidance, Health, Leisure,  
Safety, Social st.*

Chemistry..... (II) CALIF.: Albany; KY.: Louisville; TEX.: Houston, San  
Antonio.  
(III) CALIF.: Los Angeles; OHIO: Mahoning.  
*See also Science.*

Child care..... (II) MICH.: Holland.  
*See also Home econ.*

Citizenship..... *See Character ed., Social st.*

Civics..... (I) Indiana, Iowa, Nebraska, North Dakota.  
(II) ILL.: Rock Island.  
(III) PA.: Beaver; WIS.: Dodge, Dunn, Eau Claire.  
*See also Social st.*

Commercial ed..... (I) California, Florida, Louisiana, Nevada, New York, Philip-  
pine Islands.  
(II) ARK.: Little Rock; CALIF.: Albany, Los Angeles;  
COLO.: Colorado Springs; KY.: Louisville; N. Y.:  
Albany; PA.: Butler; TEX.: El Paso, Houston.  
*See also Business ed.*

Composition..... *See English.*

Conservation..... (I) California, Wisconsin.  
*See also Agriculture, Social st.*

Consumer ed..... (I) Wisconsin.  
(III) CALIF.: Los Angeles.  
*See also Business ed., Home econ.*

Crafts..... *See Industrial arts.*

Dramatics..... (II) IOWA: Des Moines; WIS.: Kenosha.  
*See also English.*

Economics..... (II) CALIF.: Albany; N. J.: Jersey City; WIS.: Kenosha.  
(III) OHIO: Mahoning.  
*See also Social st.*

Education..... (III) CALIF.: Los Angeles.  
*See also Guidance.*

Electricity..... *See Industrial arts.*

English..... (I) Arizona, Florida, Kansas, Louisiana, Maryland, North Dakota, Oklahoma, Pennsylvania, Texas, Utah, Philippine Islands, Puerto Rico.

(II) ALA.: Dothan; CALIF.: Albany, Bakersfield, Berkeley, Fresno, Long Beach, Los Angeles, Palo Alto, Santa Cruz; COLO.: Colorado Springs, Denver; CONN.: Hartford; ILL.: Elmhurst, La Grange, Rockford, Rock Island, Winnetka; IND.: Evansville, Indianapolis, Mishawaka, Munice; IOWA: Sac City, West Waterloo; KY.: Lexington, Louisville; MD.: Baltimore; MASS.: Arlington, Walpole, Winchester; MICH.: Battle Creek, Bessemer, Flint, Grosse Pointe; MINN.: Minneapolis; MO.: Hannibal; NEBR.: McCook; N. J.: Dumont, Hightstown, Montclair, Perth Amboy, South Orange; N. MEX.: Las Cruces; N. Y.: Albany, Cortland, New York, Rochester; OHIO: Cincinnati, Fremont, Lorain, Orrville, Toledo; OKLA.: Oklahoma City; PA.: Narberth, Philadelphia, Reading, Tyrone; R. I.: Warren; S. DAK.: Aberdeen; TEX.: Austin, Beaumont, Fort Worth, San Antonio, Waco; VA.: Richmond; WASH.: Bremerton, Tacoma, Yakima; WIS.: Black River Falls, Chippewa Falls.

(III) CALIF.: Los Angeles; COLO.: Mesa; GA.: Bibb; MD.: Allegany, Anne Arundel, Baltimore; OHIO: Crawford, Mahoning, Wood; PA.: Beaver, Cambria; S. DAK.: Potter; TENN.: Shelby; WIS.: Buffalo, Dane, Eau Claire.

*See also* American, Dramatics, Journalism, Language, Languages, Library instr., Literature, Public speaking, Reading, Speech.

Extracurricular..... (II) ARK.: Little Rock; TENN.: Nashville.

*See also* Auditorium, Character ed., Guidance, Leisure.

Foreign lang..... (I) Florida, Kansas, Louisiana, Nevada, North Carolina, South Dakota.

(II) N. Y.: Albany; OHIO: Toledo; TEX.: El Paso.

*See also* Languages, Latin, Modern lang.

French..... *See Foreign lang., Languages, Modern lang.*

General..... (I) Alabama, Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, South Carolina, Tennessee, Texas, Virginia.

(II) ALA.: Bessemer, Birmingham; ARIZ.: Bisbee; ARK.: Fort Smith, Little Rock, Magnolia; CALIF.: Chula Vista, Coronado, Covina, El Centro, Gilroy, Lindsay, Los Angeles, Modesto, Monrovia, Montebello, Needles, Palo Alto, Pasadena, Santa Clara, Taft; COLO.: Alamosa, Colorado Springs, Greeley; CONN.: Middletown; FLA.: Palmetto, Winter Park; GA.: Marietta; ILL.: Abingdon, Barrington, Edwardsville, Fulton, Kankakee, Winnetka; IND.: East Chicago, Jasonville, Noblesville; IOWA: Cresco, Hampton, Jefferson, Osage; KANS.: Anthony, Newton; KY.: Cumberland,

Harlan; MAINE: Eastport, Milo, New Sharon, Rumford, Smyrna Mills, Tremont; MASS.: Andover, Boston, Bridgewater, Brookline, Franklin, North Andover, Rockport, Wakefield, Whitman; MICH.: Adrian, Alpena, Flint, Grand Ledge, Hastings, Jackson, La-  
peer, Rochester, Trenton; MINN.: Lake City, Redwood Falls; MISS.: Carrollton, Grenada; MO.: North Kansas City; NEBR.: McCook; N. H.: Franklin, Littleton, Whitefield; N. J.: Asbury Park, Borden-  
town, Elizabeth, Franklin, Pensauken, Plainfield, Secaucus; N. Y.: Bronxville, Canaseraga, Garden City, Great Neck, Highland Falls, Malone, Sag Harbor, Sodus, Valley Stream, Walton, Watertown; OHIO: Bellefontaine, Clyde, Coshocton, Fremont, Greenville, Maumee, Norwalk, Shaker Heights; OKLA.: Cushing; PA.: Bedford, Butler, Cheltenham, Crafton, Doylestown, Girardville, Honesdale, Johnsonburg, Lewistown, Monaca, Northumberland, Philadelphia, Sharon Hill, Sunbury; S. C.: Greenville; S. DAK.: Aberdeen, Mobridge, Sioux Falls; TENN.: Manchester; TEX.: Beaumont, Vernon; VA.: Richmond; VT.: Montpelier, Orleans, Sheldon; WASH.: Spokane; WIS.: Janesville, Kenosha, Milwaukee, Park Falls, Port Washington, Sparta; WYO.: Laramie.

General.....(III) ALA.: Calhoun; ARK.: Marion; CALIF.: Fresno, Glenn, Humboldt, Kern, Kings, Madera, Merced, Modoc, Montgomery, Santa Barbara, Sierra, Siskiyou, Solano, Ventura; COLO.: Adams, Douglas, Mesa, Morgan, Weld; GA.: Charlton, Henry; ILL.: Cass, Champaign, Christian, Clark, DeKalb, Iroquois, Kane, Knox, Lake, LaSalle, Logan, Mason, Morgan, Moultrie, Ogle, Stark, Washington, Will, Winnebago; IND.: LaPorte, Randolph, St. Joseph; IOWA: Adair, Adams, Butler, Cedar, Clinton, Jasper, Marshall, Pocahontas, Van Buren, Wright; MD.: Allegany; MICH.: Berrien, Leelanau, Livingston, Midland; MISS.: Lauderdale; NEV.: Story; N. Y.: Greene; OHIO: Belmont, Coshocton, Erie, Guernsey, Highland, Lucas, Montgomery, Ottawa, Scioto, Washington, Wood; OREG.: Marion; PA.: Erie, Forest, Jefferson, Potter, Somerset, Wayne; TENN.: Chester; TEX.: Dallas; WASH.: Benton, Clallam, Clark, Jefferson, Lewis, Lincoln, Pend Oreille, Snohomish, Yakima; W. VA.: Barbour, Calhoun, Doddridge, Lincoln, Nicholas, Pocahontas, Randolph, Tucker, Wyoming; WIS.: Kenosha, Racine, Waukesha.

General Science.....*See Science.*

Geography.....(I) Pennsylvania, Rhode Island, Philippine Islands.

(II) ILL.: Elmhurst, La Grange; IOWA: West Waterloo; MASS.: Medford, Somerville, Winthrop; MINN.: Minneapolis; MO.: Hannibal; NEBR.: McCook, Norfolk, Scottsbluff; N. J.: Jersey City; PA.: Pittsburgh, Reading; R. I.: Providence, Warren; S. DAK.: Aberdeen; WIS.: Black River Falls, Kenosha.

Geography.....(III) N. J.: Cape May, Warren; OHIO: Highland; PA.: Beaver; TENN.: Shelby; WIS.: Buffalo, Dane, Dodge.  
*See also Social st.*

Geometry.....See Mathematics.

German.....See Foreign lang., Modern lang.

Government.....See Civics, Social st.

Guidance.....(I) New Hampshire, Virginia.  
 (II) IND.: Vincennes; IOWA: Sac City; MO.: Columbia, Joplin.  
 (III) MD.: Montgomery; N. J.: Union.  
*See also Character ed., Education, Extracurricular, Vocational ed.*

Handwriting.....(I) Oklahoma.  
 (II) CALIF.: Long Beach; IDAHO: Preston; MICH.: Battle Creek; NEBR.: McCook; PA.: Philadelphia; TEX.: Austin.  
 (III) CALIF.: Madera; OHIO: Crawford; TENN.: Shelby.

Health.....(I) Arizona, Iowa, Oregon, Pennsylvania, South Carolina, Vermont, Wyoming, Philippine Islands.  
 (II) CALIF.: Bakersfield, Berkeley; CONN.: Hartford; ILL.: Elmhurst; IND.: Evansville, Michigan City, Muncie; IOWA: Mason City, Sioux City; KY.: Louisville; MASS.: Arlington; MICH.: Detroit, Flint; NEBR.: McCook; N. MEX.: Las Cruces; N. Y.: New York; R. I.: East Greenwich; S. DAK.: Aberdeen; TEX.: Beaumont, Houston; WIS.: Kenosha.  
 (III) CALIF.: Los Angeles, Madera, Santa Cruz; IND.: Carroll; N. J.: Essex, Warren; OHIO: Wood; OREG.: Jackson.  
*See also Alcohol, Character ed., Hygiene, Narcotics, Physical ed., Physiology, Temperance.*

History.....(I) Iowa, New York, Philippine Islands.  
 (II) CALIF.: Albany; COLO.: Colorado Springs; CONN.: Hartford; ILL.: Chicago, Rock Island; IOWA: Mason City; KY.: Louisville; MASS.: Worcester; NEBR.: McCall; N. J.: Jersey City; OHIO: Toledo; PA.: Butler, Nanty-Glo, Reading; R. I.: Warren; S. DAK.: Aberdeen; TEX.: San Antonio; WIS.: Milwaukee.  
 (III) N. J.: Cape May, Warren; OHIO: Crawford, Mahoning; PA.: Beaver; WIS.: Dodge, Waukesha.  
*See also Social st.*

Home econ.....(I) Florida, Kansas, Mississippi, New York, Ohio, Texas, Washington, Philippine Islands.  
 (II) ARK.: Little Rock; CALIF.: Albany, Berkeley, Palo Alto; CONN.: Hartford; ILL.: Joliet, Rockford, Rock Island; KY.: Louisville; MASS.: Malden; MICH.: Flint; NEBR.: Norfolk; N. Y.: Albany; PA.: Reading; R. I.: Cranston, Providence; TEX.: El Paso.  
 (III) CALIF.: Los Angeles; OHIO: Montgomery.  
*See also Child care, Consumer ed.*

Home mechanics.....See Industrial arts.

Horticulture.....(I) Philippine Islands.  
*See also Agriculture.*

Hygiene.....(II) CALIF.: Fresno, Palo Alto; NEBR.: Norfolk.  
*See also Health, Physical ed., Physiology.*

Industrial arts.....(I) Arizona, New York, South Dakota.  
 (II) CALIF.: Albany, Fresno; CONN.: Hartford; ILL.: Chicago; MASS.: Boston, Malden; MD.: Baltimore; MICH.: Wakefield; NEBR.: Norfolk, Scottsbluff; N. Y.: Albany; TEX.: El Paso; WIS.: Milwaukee.  
 (III) ALA.: Jefferson; CALIF.: Los Angeles; OHIO: Highland.

Italian.....*See Modern lang.*

Journalism.....(I) New York.  
 (II) CALIF.: Albany; KY.: Louisville; MICH.: Detroit; TEX.: Houston.  
*See also English.*

Language.....(II) CALIF.: Oroville, Pasadena; IOWA: Sioux City.  
*See also English.*

Languages.....(II) N. Y.: Cortland.  
*See also English, Foreign lang., Latin, Modern lang.*

Latin.....(II) CALIF.: Albany; MICH.: Battle Creek; MO.: Kansas City, Maryville; N. J.: Montclair; N. Y.: New York, Syracuse; PA.: Butler.  
 (III) FLA.: Duval; OHIO: Mahoning.  
*See also Foreign lang., Languages.*

Leisure.....(I) Nevada.  
*See also Character ed., Extracurricular.*

Library instr.....(II) MICH.: Detroit; N. Y.: Watertown.  
*See also English, Reading.*

Literature.....(II) COLO.: Colorado Springs; WIS.: Manitowoc, Milwaukee.  
*See also English.*

Manual training.....*See Industrial arts.*

Mathematics.....(I) Kansas, Louisiana, New York.  
 (II) CALIF.: Albany; CONN.: Hartford; IND.: Indianapolis; KY.: Louisville; MASS.: Boston; MICH.: Battle Creek; N. J.: Passaic; N. Y.: Albany; OHIO: Cuyahoga Falls; PA.: Butler, Reading; S. DAK.: Aberdeen; TEX.: Austin, Beaumont, El Paso, Fort Worth.  
 (III) OHIO: Crawford, Mahoning.  
*See also Arithmetic.*

Mechanical drawing.....*See Industrial arts.*

Mental hygiene.....*See Character ed.*

Metal work.....*See Industrial arts.*

Modern lang.....(I) Texas.  
 (II) CALIF.: Albany, Fresno, Palo Alto; IOWA: Des Moines; MASS.: Boston; MO.: Maryville; N. J.: South Orange; PA.: Butler; TEX.: Houston; WIS.: Kenosha.  
 (III) FLA.: Duval; OHIO: Mahoning.  
*See also Foreign lang., Languages.*

Motion pictures.....(I) California.  
 (III) CALIF.: Los Angles.

Music..... (I) Louisiana, Maryland, Ohio, Utah, Philippine Islands.  
(II) CALIF.: Berkeley, El Monte, Long Beach; COLO.: Colorado Springs; CONN.: Hartford, Stratford; IND.: Indianapolis; MO.: Webster Groves; N. Y.: Albany; OHIO: Orrville; PA.: Pittsburgh, Uniontown; TEX.: Beaumont, El Paso; WIS.: Kenosha.  
(III) CALIF.: Los Angeles, Madera, Riverside, Santa Barbara; ILL.: Winnebago; MD.: Allegany, Anne Arundel; OHIO: Erie, Guernsey; PA.: Somerset.

Narcotics..... (III) CALIF.: Los Angeles.  
*See also* Alcohol, Health, Temperance.

Nature study..... (I) Arizona.  
(II) COLO.: Colorado Springs.  
(III) CALIF.: Contra Costa; WIS.: Buffalo, Waukesha.  
*See also* Science.

Patriotism..... (I) Kansas.  
*See also* Social st.

Penmanship..... See Handwriting.

Physical ed..... (I) California, Massachusetts, Missouri, New York, Oregon, Utah.  
(II) CALIF.: Fresno, Long Beach, Los Angeles, Palo Alto; COLO.: Colorado Springs; ILL.: Rockford; IND.: Indianapolis; KY.: Louisville; MASS.: Boston, MO.: Kansas City, Webster Groves; N. J.: Jersey City, Nutley; PA.: Monaca; TEX.: Austin, Beaumont, San Antonio; WIS.: Appleton, Kenosha, Milwaukee.  
(III) CALIF.: Fresno, Santa Barbara; OHIO: Fairfield.  
*See also* Health, Hygiene.

Physics..... (I) Philippine Islands.  
(II) CALIF.: Albany; TEX.: Houston.  
(III) CALIF.: Los Angeles; OHIO: Mahoning.  
*See also* Science.

Physiology..... (III) WIS.: Buffalo, Dodge.  
*See also* Health, Hygiene.

Printing..... See Industrial arts.

Propaedeutics..... (II) NEBR.: Norfolk.

Public speaking..... (II) CALIF.: Albany.  
*See also* English.

Reading..... (I) Arizona, Indiana, Philippine Islands.  
(II) CALIF.: Oroville, San Jose; IND.: East Chicago, Evansville, Mishawaka; MASS.: Newton; MICH.: Bessemer; MO.: Columbia; NEBR.: McCook; N. J.: Milltown, Perth Amboy; N. MEX.: Las Cruces; OHIO: Fremont, Wyoming; PA.: New Castle; R. I.: East Greenwich, Warren; S. DAK.: Aberdeen; TEX.: Austin; VA.: Richmond; WASH.: Bremerton, Tacoma; WIS.: Janesville, Kenosha.  
(III) CALIF.: Contra Costa, Los Angeles, Monterey, Santa Cruz; MD.: Anne Arundel; OHIO: Williams; OREG.: Jackson; PA.: Cambria; S. DAK.: Potter.  
*See also* English, Library instr.

Safety ----- (I) California, Delaware, Louisiana, Massachusetts, Michigan, Pennsylvania, Virginia, West Virginia.  
 (II) ARK.: North Little Rock; CALIF.: Berkeley, Fresno, Long Beach, Los Angeles; IND.: Hammond, Vincennes; MASS.: Winchester; MICH.: Detroit; NEBR.: Norfolk; N. Y.: Poughkeepsie; WIS.: Chippewa Falls.  
 (III) CALIF.: Contra Costa, Los Angeles; OKLA.: Osage.  
*See also Character ed.*

Science ----- (I) California, Delaware, Iowa, Louisiana, Oregon, South Carolina, South Dakota, Philippine Islands.  
 (II) CALIF.: Berkeley, Fresno, Glendale, Long Beach, Los Angeles, Palo Alto, Pasadena; CONN.: Hartford; D. C.: Washington; ILL.: Elmhurst; IND.: Evansville, Indianapolis, Muncie; KY.: Louisville; MASS.: Arlington, Boston, Malden, Winchester; MICH.: Flint; MO.: Columbia; NEBR.: Omaha; N. Y.: Albany, Cortland, Glens Falls, Hicksville, New Rochelle, Syracuse; OHIO: Cleveland Heights; PA.: Butler, Monaca; S. DAK.: Aberdeen; TEX.: Beaumont, Fort Worth, Houston; WIS.: Kenosha, Madison, Shorewood, Superior.  
 (III) CALIF.: Los Angeles, San Mateo; MD.: Allegany; MICH.: Saginaw; OHIO: Mahoning; S. DAK.: Potter; TEX.: McLennan.  
*See also Biology, Botany, Chemistry, Nature study, Physics, Zoology.*

Seat work ----- (III) MD.: Allegany.

Shop work ----- *See Industrial arts.*

Shorthand ----- *See Commercial ed.*

Social st. ----- (I) Arizona, Florida, Idaho, Indiana, Kansas, Louisiana, Maryland, Minnesota, Mississippi, Nebraska, Nevada, South Carolina, South Dakota, Utah, Wyoming.  
 (II) CALIF.: Albany, Bakersfield, Berkeley, Burbank, El Monte, Fresno, Long Beach, Los Angeles, Modesto, Oakland, Oroville, Palo Alto, Sacramento; COLO.: Colorado Springs; CONN.: Hartford, Stratford; DEL.: Wilmington; GA.: Atlanta; ILL.: Princeton, Winnetka; IND.: East Chicago, Indianapolis, Kokomo, Muncie; IOWA: Council Bluffs, Des Moines, Sioux City; KY.: Louisville; MASS.: Lexington, Medford, Newton, Winchester; MICH.: Detroit, Flint; MINN.: Minneapolis, St. Paul; MO.: Kansas City, Webster Groves; NEBR.: Omaha; N. J.: Montclair, Paterson, Summit, Union; N. Y.: Albany, Cortland, Ithaca, Rochester; OHIO: Cuyahoga Falls, Georgetown, Toledo; PA.: New Kensington, Philadelphia, Swarthmore; R. I.: East Greenwich; S. DAK.: Aberdeen; TENN.: Knoxville; TEX.: Austin, Beaumont, Houston; VA.: Richmond; WASH.: Bellingham, Bessemer, Bremerton; WIS.: Kenosha, Madison, Manitowoc, Milwaukee, Oshkosh, South Milwaukee, Superior.

Social st.....(III) CALIF.: Los Angeles, Madera, Monterey, San Mateo, Santa Cruz; MD.: Allegany; MICH.: Saginaw; MINN.: Martin; N. J.: Cape May, Essex, Warren; PA.: Crawford; TENN.: Hamilton; TEX.: Hidalgo; VA.: Arlington; WASH.: Cowlitz.  
*See also* Character ed, Civics, Conservation, Geography, History, Patriotism, Sociology.

Sociology.....(II) ILL.: Rock Island.  
*See also* Social st.

Spanish..... See Foreign lang., Modern lang.

Special subj.....(II) CALIF.: Coronado.

Speech.....(I) Oklahoma.  
(II) IOWA: Des Moines; MINN.: Lake City; PA.: New Castle.  
*See also* English.

Spelling.....(II) CALIF.: Long Beach, Monaca; MICH.: Battle Creek, Flint; MINN.: Minneapolis; NEBR.: McCook; N. J.: Montclair; OHIO: Orrville; TEX.: Austin; WIS.: Kenosha.  
(III) MD.: Anne Arundel.

Temperance.....(I) Maine.  
(II) ARIZ.: Phoenix.  
*See also* Alcohol, Health, Narcotics.

Trigonometry..... See Mathematics.

Typewriting..... See Commercial ed.

Visual ed..... See Motion pictures.

Vocational ed.....(II) IND.: Richmond; NEBR.: Norfolk; S. DAK.: Aberdeen.  
(III) ALA.: Jefferson; CALIF.: Los Angeles.  
*See also* Guidance.

Woodwork..... See Industrial arts.

Zoology.....(III) CALIF.: Los Angeles.  
*See also* Science.